

# Media-Smart



*Eat, Think, and Be Active!*

A Workshop Curriculum  
for Youth Ages 11 to 13

## Guide for Training Program Facilitators



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
NATIONAL INSTITUTES OF HEALTH  
*Eunice Kennedy Shriver* National Institute of Child Health and Human Development



# Media-Smart

# Youth

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A Workshop Curriculum  
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## Guide for Training Program Facilitators

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# Training Overview

**What:** Half-day or full-day training for after-school program providers to teach the content of **Media-Smart Youth: Eat, Think, and Be Active!**

**Who:** For use by after-school program providers who wish to teach 11- to 13-year-olds how media affects their health

**Why:** To provide a better understanding of the specifics of the curriculum and better enable the after-school program providers to achieve the learning objectives and lead the activities

**When:** During a half-day or a full-day session

**Where:** Ideally in a large, open conference room or room with audio/visual equipment and wall space

## Welcome!

The **Media-Smart Youth: Eat, Think, and Be Active!** program is an engaging curriculum that helps young people understand the complex media world around them so they can make thoughtful decisions about issues important to their health, specifically nutrition and physical activity.

This training guide was developed in response to the requests of Media-Smart Youth pilot sites and first-wave users for a resource to help teach others in their communities how to implement the program.

Please read pages 4 to 6 in the *Media-Smart Youth Facilitator's Guide* to become more familiar with the program.

## Ordering Curricula for Training Participants

We strongly suggest you order enough copies of the *Media-Smart Youth Program Packet* for each of your training participants. Please allow 3 to 4 weeks for delivery prior to your training.

Send an e-mail to [MediaSmartYouth@mail.nih.gov](mailto:MediaSmartYouth@mail.nih.gov) and list the following information:

Contact name  
Delivery address  
Contact phone number  
Number of copies requested  
Training date  
Short description of training participants who will receive the copies

## Training Objectives

This training will help prepare after-school facilitators to implement the curriculum with young people. After taking part in the training, participants will be able to:

- ◆ Name the key content areas and why they are important.
- ◆ Practice and apply skills in the key content areas.
- ◆ Describe information and tools found throughout the *Facilitator's Guide* to help in planning and conducting the program.
- ◆ Explain the importance of the interactive learning style used in the curriculum.
- ◆ Describe several ways to engage young people in the program's activities and lessons.

## Who Is This Training For?

This training is ideal for after-school program providers and organizations that wish to emphasize the importance of the effects that media have on the health of young people in terms of nutrition and physical activity. Program coordinators who wish to distribute the program to the providers/leaders with direct contact to the youth in their programs can also benefit from this training.

## What's Inside the Training Guide?

The Training Guide includes:

- ◆ A guide to the full-day (8-hour) training with accompanying worksheets
- ◆ A guide to the half-day (3-hour) training with accompanying worksheets
- ◆ A CD-ROM with slide presentations (optional for conducting the training)

You will also need the following items, which are provided in the *Media-Smart Youth Program Packet*:

- ◆ Media-Smart Youth video/DVD
- ◆ Media-Smart Youth 6 Media Questions Poster

### Full-Day or Half-Day? Which Training Is Right for Us?

It is not necessary to participate in a training in order to successfully implement the Media-Smart Youth curriculum. However, past facilitators indicated that participating in a training enhanced their ability to understand and convey the knowledge and skills to the young people.

This guide includes both a full-day training (with lunch break) and a half-day training. The full-day training is the most complete way for a facilitator to fully learn the methods, objectives, and activities of the Media-Smart Youth program. The half-day training provides the same information as the full-day version, but in an abbreviated format. Both trainings offer interactive exercises to provide facilitators with an overview of the curriculum, program objectives, and content areas and allow facilitators to experience some of the activities that the young people will do.

The full-day training also provides:

- ◆ More time to discuss relevant topics and address important issues that the young people may wish to address
- ◆ The opportunity to experience more of, and in greater detail, the activities that the young people will go through
- ◆ A chance to walk through the *Facilitator's Guide* and become familiar with the curriculum's structure and design
- ◆ An opportunity to network with representatives from youth-serving organizations and to create partnerships and develop community support
- ◆ Time for planning how the program will be executed in their organization(s)
- ◆ Extra *Snack* and *Action Breaks* that reinforce the importance of these segments to the success of the curriculum
- ◆ More time to ask questions about the program

### How Many Trainers and Participants Should the Training Session Include?

Ideally, a minimum of two trainers are recommended to deliver either training. Due to the level of participant interaction and timing, having two trainers allows the sessions to go more smoothly. It will also give the participants an opportunity to see the benefit of having at least two facilitators when delivering the Media-Smart Youth curriculum to young people.

Additional benefits of having two trainers include:

- ◆ Helping the participants stay focused by assisting with small group activities
- ◆ Preparing for the next activity
- ◆ Bringing a diversity of ideas to the discussions

The number of participants in the training depends on the size of the room and participant interest. The minimum suggested number for either training is 10 participants, and the maximum suggested number for either training is 50 participants.

The number of participants in your full training will determine the size of the small groups for activities. Dividing participants into small groups of three to eight people will allow optimum interaction and participation during these activities.

Some suggestions for small group sizes based on the total group size include:

- ◆ **Total participant count of 10 to 15:**  
Divide into small groups of three to five people.
- ◆ **Total participant count of 16 to 35:**  
Divide into small groups of six to seven people.
- ◆ **Total participant count of 36 to 50:**  
Divide into small groups of eight to nine people.

## What Is Included in Each Training?

Module	Overview	Objectives
<b>Welcome and Introduction to Media-Smart Youth</b>	This module gives participants a chance to get to know each other, provides background about the creation of the program, and introduces the major concepts within the curriculum.	<ul style="list-style-type: none"> <li>❖ Welcome and introduce trainers and participants.</li> <li>❖ Discuss an overview and objectives of the program.</li> </ul>
<b>Overview of Curriculum Structure and Design</b>	This module gives participants a chance to learn the structure of the curriculum, including the icons, breakdown of activities, and useful resources. This segment also provides insight into the flexibility of the curriculum.	<ul style="list-style-type: none"> <li>❖ Review the curriculum structure and design so participants get a feel for how to use the <i>Media-Smart Youth Facilitator's Guide</i>.</li> </ul>
<b>Exploring Media</b>	<p>This module provides an introduction into how the curriculum defines media and its purposes. Activities allow participants to brainstorm the many types of media and understand the connection between media and health.</p> <p>Participants take part in an activity adapted from the curriculum that introduces the program's media-analysis tool, the 6 Media Questions.</p>	<ul style="list-style-type: none"> <li>❖ Explore the concept of media.</li> <li>❖ Examine the link between media and health.</li> </ul>

## TRAINING OVERVIEW

Module	Overview	Objectives
<b>Action Break</b> <i>(Note: The full-day training provides two Action Breaks.)</i>	<p>This module gives participants a chance to experience one of the many activities that the youth do during <i>Action Breaks</i> in the curriculum. This quick, fun, and equipment-free activity shows how physical activity can be fun.</p>	<ul style="list-style-type: none"> <li>❖ Participate in an activity that the young people will experience.</li> <li>❖ Engage in physical activity.</li> </ul>
<b>Exploring Nutrition</b>	<p>This module examines the nutrition concepts in the curriculum and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants are also involved in an activity that highlights the importance of whole grains and demonstrates how a whole grain is refined.</p>	<ul style="list-style-type: none"> <li>❖ Discuss the nutrition concepts in the Media-Smart Youth program.</li> </ul>
<b>Exploring Physical Activity</b>	<p>This module helps define physical activity and its many facets beyond just “exercise.” Participants get a chance to practice taking their pulse, a key skill that youth use to gauge how hard their bodies are working.</p>	<ul style="list-style-type: none"> <li>❖ Explore the concept of physical activity.</li> </ul>
<b>Snack Break</b> <i>(Note: The full-day training provides two Snack Breaks.)</i>	<p>Participants create and taste one of the many <i>Snack Break</i> recipes that the youth try during the Media-Smart Youth program. This module helps participants understand the importance of the <i>Snack Break</i> and the significance of the chosen snacks.</p>	<ul style="list-style-type: none"> <li>❖ Participate in a <i>Snack Break</i> that the young people experience.</li> <li>❖ Provide examples of healthy snacks that are described in the curriculum.</li> </ul>
<b>Exploring Media Production</b>	<p>In this module, participants learn the basics of media production and how it applies to the Media-Smart Youth program in terms of the <i>Mini-Productions</i>, which the youth do during each lesson, as well as the <i>Big Production</i>, a larger-scale media production that is the culminating project of the curriculum.</p> <p>Participants also take part in an adapted version of one of the <i>Mini-Production</i> activities to get a sense of how the youth use their creativity and learn about media throughout the program.</p>	<ul style="list-style-type: none"> <li>❖ Explore how media production skills are built throughout the Media-Smart Youth program.</li> </ul>



Module	Overview	Objectives
<b>Getting the Program Started</b>	In this module, participants reflect on the facilitation style modeled by the trainers and discuss how this same style is used when facilitating the Media-Smart Youth program. In addition, participants receive hints and tips for successfully delivering the curriculum based on experiences of past facilitators.	<ul style="list-style-type: none"> <li>❖ Learn the best methods for facilitating the program.</li> <li>❖ Review resources that may be needed to implement the Media-Smart Youth program.</li> </ul>
<b>Question/Answer and Wrap-Up</b>	Time permitting, participants will have an opportunity to ask additional questions.	<ul style="list-style-type: none"> <li>❖ Answer outstanding questions and conclude the training.</li> </ul>

## Tips for Delivering the Trainings

Because the facilitation style called for in the training mirrors the techniques suggested for use in the *Media-Smart Youth Facilitator’s Guide*, you should be comfortable doing the following:

### Model Open and Non-Judgmental Behavior

- ◆ Be clear about expectations.
- ◆ Respect participants’ feelings and opinions.
- ◆ Encourage each individual to participate, if he or she is comfortable doing so.
- ◆ Give compliments and acknowledge answers.
- ◆ Demonstrate acceptance for all participants.

### Facilitate with a Focus

- ◆ Keep to the time schedule.
- ◆ Keep participants comfortable and engaged.

### Ask Open-Ended Questions

- ◆ Ask “what, when, why” questions instead of questions that can be answered with a “yes” or “no” answer.
- ◆ Keep these examples of open-ended questions in mind: “What do you mean by...?” “What kind of fruits do you like?” “When is it easy for you to be physically active?” “How did you figure out that this food contains whole grains?”

### Handle Sensitive Issues

- ◆ During the program, be sure to create an accepting environment in which everyone feels comfortable participating and safe in expressing his or her thoughts.

### Lead by Example

- ◆ It is important for the Media-Smart Youth facilitators to lead by example when facilitating so they can inspire young people with their enthusiasm.
- ◆ It is equally important for training facilitators to also lead by example by participating in the *Action Breaks*, eating the food during *Snack Breaks*, and being involved in the activities as much as possible.

## Materials and Set-Up

Based on group numbers determined from the chart listed earlier (page 6), set up tables with participants facing the front of the room where the trainer will stand and where large paper, an easel, TV, and video/DVD player will be set up.

### Ideal Training Set-Up

- ◆ Large, open spaces available for movement and physical activity
- ◆ Several tables for small group work
- ◆ Wall space for large paper brainstorming
- ◆ Equipment (TV, video or DVD player, computer) is not required, but enhances the visuals of the Media-Smart Youth training

### Materials

A list of specific materials needed for each training module is included at the beginning of the module.

## Evaluation/Feedback

The participant folder includes a feedback form. At the end of the training, have your participants fill out this form. The feedback they provide can help you adjust your training strategies to benefit future trainings.

# Full-Day Training



# Full-Day Training Preparation

You should begin preparation for the Media-Smart Youth training well before your training day to ensure adequate time for obtaining supplies and materials. Whenever feasible, you should view the training room layout to designate space for *Snack Breaks*, *Action Breaks*, and other training activities (as noted in the *Training Overview*, page 3). You should also practice and become familiar with the training scripts prior to your training day to help make interaction run smoothly and enhance the Media-Smart Youth training.

This section of the *Media-Smart Youth Training Guide* provides a comprehensive list of the required preparation and materials for the full-day training. This preparation section is unique to the full-day training and varies slightly from the preparation for the half-day training. For more detailed instructions, please see the “Trainer’s Preparation” section at the beginning of each training module.

In this section, you will find the following information to help you plan for and conduct the full-day training:

- General supply list
- Grocery list for *Snack Breaks*
- Large papers and small papers needed for training activities
- Media-Smart Youth video/DVD and slide presentation CD-ROM
- Handouts for participant folders

## General Supply List

- 1 copy of *Media-Smart Youth: Eat, Think, and Be Active! Facilitator’s Guide* for each participant or each table
- 2-inch binder(s) (optional, but strongly recommended) or metal rings to hold guide together
- 6 Media Questions Poster (included in *Media-Smart Youth Program Packet*)
- Media-Smart Youth video/DVD (included in *Media-Smart Youth Program Packet*)
- Media-Smart Youth slide presentation CD-ROM (included in *Training Packet*)
- TV/VCR or DVD player (optional, but strongly recommended)

- Laptop with Adobe® Reader® viewing capabilities (Adobe® Reader® software can be downloaded from the NICHD’s Web site at <http://www.nichd.nih.gov/publications/pubs.cfm>); projector/screen (optional, but strongly recommended)
- Name tags
- Pens
- Scissors
- Sheets of large paper or flip chart
- Easel
- Markers (enough for all small groups)
- Masking tape
- Index cards/sheets of small paper
- Examples of media from the following options (make sure that these examples reflect the cultural identity of the group):
  - ◆ Cover of a popular CD
  - ◆ Print ad
  - ◆ Poster
- Empty food packages; see “Trainer’s Preparation” section at the beginning of the *Exploring Nutrition* module (page 62) for specific instructions
- Rolls of ribbon or yarn in different colors—exact number of rolls determined by group size (maximum 14 rolls)
- Stickers (4 small stickers for each participant)

## Grocery List for *Snack Breaks*

### Snack Break #1: *Dip It!*

- Whole-wheat pita (or whole-wheat tortillas) (*Estimate 3 triangles per person, 6 triangles per whole pita*)
- Salsa (*estimate 1 large container with handle; if more than 40 participants, add an additional small jar*)
- Hummus (*estimate 1 small container for every seven to eight people*)
- Disposable containers (*estimate enough containers in which to place each food individually*)
- Small paper plates (*estimate 1 for each participant*)
- Plastic spoons and forks (*estimate enough for serving*)
- Antibacterial wipes or gel (*estimate enough for entire group*)
- Napkins (*estimate 1 for each participant*)

**Snack Break #2: Mix It Up!**

- Whole-grain breakfast cereal, such as whole-wheat flakes or unsweetened shredded-wheat cereal (*estimate 1 large box for 15 to 20 participants*)
- Low-fat granola (*estimate 2 boxes for 15 to 20 participants*)
- Sunflower seeds or pumpkin seeds (*estimate 3 jars for 15 to 20 participants*)
- Raisins (*estimate 1 large canister and 1 medium bag for 15 to 20 participants*)
- Other dried fruit, such as apples or apricots (*estimate 2 bags for 15 participants*)
- Plastic sandwich bags (*estimate 1 per participant*)
- Disposable containers (*estimate enough containers in which to place each food ingredient individually*)
- Plastic spoons and forks (*estimate enough for serving*)
- Antibacterial wipes or gel (*estimate enough for entire group*)
- Napkins (*estimate 1 for each participant*)

**Large Paper and Small Paper for Training Activities**

**A Note to Trainers:** Please review the “Trainer’s Preparation” at the beginning of each module for instructions on how to prepare large and small papers specific to the activities in that module; large and small paper quantities are determined by group size.

**Welcome and Introduction**

Prepare the following on sheets of large paper to post in the training room:

- ◆ Agenda (see page 16 for content)
- ◆ Parking Lot (heading only)
- ◆ (*Optional. If binders are provided, do not prepare this paper*)  
Welcome! Please assemble your program materials:
  1. Unwrap your materials.
  2. Insert tabs.
  3. Insert ring.
- ◆ What is your favorite...
  - ❖ TV show?
  - ❖ Magazine?
  - ❖ Food?
  - ❖ Physical activity?

### Exploring Media

Prepare the following:

- ◆ Write the heading “Types of Media” on sheets of large paper (number of sheets determined by number of groups).

### Exploring Physical Activity

Prepare the following on sheets of large paper to post in the training room:

- ◆ Physical Activity Recommendations for Young People  
Health Experts recommend that young people should:
  - ❖ Be physically active for at least 60 minutes on most, if not all, days of the week.
  - ❖ Try to do a variety of activities.
  - ❖ Find enjoyable activities so they become a fun part of everyday life.
- ◆ Top 10 It’s Hard to Believe, But It’s Physical Activity (heading on sheets of large papers determined by number of groups)

### Exploring Nutrition

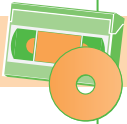
Prepare the following:

- ◆ 1 large sheet of paper for drawing the whole grain diagram in Lesson 4 and also found on page F-12
- ◆ 11 8.5” x 11” sheets of paper to write the nutrients in a whole grain

### Exploring Media Production

Prepare the following:

- ◆ Index cards or small sheets of paper for the *Omission Mission* activity (number of index cards determined by number of groups)



## Video/DVD Segments and Slide Presentations

### Welcome and Introduction

This module uses the following:

- ◆ Video/DVD Segment #3: *What Is Media-Smart Youth?*
- ◆ 📄 Slide Presentation: *Welcome and Introductions*

### Exploring Media

This module uses the following:

- ◆ Video/DVD Segment #4: *What Are Media?*
- ◆ Video/DVD Segment #9: *The Power of Advertising*
- ◆ Video/DVD Segment #5: *Sample Media*



**A Note to Trainers about Segment #5:** The Web site referred to in the “Football” television public service announcement (PSA) in Segment #5 of the video/DVD no longer falls under the auspices of the Media-Smart Youth program. Please do not use the “Football” PSA during this activity. You may play the segment entitled “Hello,” which is a radio PSA also included in Segment #5 of the video/DVD.

### Exploring Physical Activity

This module uses the following:

- ◆ Video/DVD Segment #7: *Activities Fit To Be Tried: Music Sequence*

### Exploring Nutrition

This module uses the following:

- ◆ Video/DVD Segment #6: *Eat It Up!*

### Exploring Media Production

This module uses the following:

- ◆ Video/DVD Segment #11: *Big Production Montage*

## Handouts for Participant Folders

These handouts are available at the end of this training section. Add handouts to folders in the order shown.

### Left Pocket (front to back)

1. Agenda
2. *Media-Smart Youth* fact sheet
3. *Media-Smart Youth* materials order form
4. *Ideas for Implementation* handout
5. *Tips for Facilitating Media-Smart Youth* handout
6. Feedback Form

### Right Pocket (front to back)

1. Stickers for activity in *Exploring Media* module
2. *Take Home a New Idea: Dip It!* handout
3. *Media Detective Notepad* sheet
4. *All About Nutrition* handout
5. *Whole Grain Kernel* diagram
6. *Nutrition Scavenger Hunt* sheets
7. *Pulse Game* sheet
8. *Take Home a New Idea: Mix It Up!* handout
9. *Omission Mission* sheet
10. *Role Game* sheet
11. *Some Things to Keep in Mind—Resources Checklist*



## PROGRAM INTRODUCTION AND FACILITATOR TRAINING

# Training Agenda

All designated lessons, activities, and video segments are from the *Media-Smart Youth Facilitator's Guide*.

<b>Welcome and Introductions</b> .....	<b>50 minutes</b>
<b>Action Break</b> .....	<b>10 minutes</b>
◆ Lesson 4: <i>A Cool Wind Blows</i>	
<b>Overview of Structure &amp; Design</b> .....	<b>40 minutes</b>
<b>Snack Break</b> .....	<b>15 minutes</b>
◆ Lesson 10: <i>Dip It!</i>	
<b>Exploring Media</b> .....	<b>85 minutes</b>
◆ Lesson 2, Activity A: <i>What Are Media?</i>	
◆ Lesson 2, Activity B: <i>Media &amp; Health—What's the Connection?</i>	
◆ Video Segment #9 from Lesson 7, Activity A: <i>The Power of Advertising</i>	
◆ Lesson 3, Activity B: <i>The 6 Media Questions</i>	
◆ Video Segment #5 from Lesson 3, Activity B: <i>Sample Media</i>	
<b>Exploring Physical Activity</b> .....	<b>30 minutes</b>
◆ Lesson 5, Activity A: <i>What Is Physical Activity?</i>	
◆ Lesson 5, Activity B: <i>Activities Fit To Be Tried</i>	
◆ Video Segment #7 from Lesson 5, Activity B: <i>Activities Fit To Be Tried: Music Sequence</i>	
<b>Lunch</b> .....	<b>50 minutes</b>
<b>Exploring Nutrition</b> .....	<b>75 minutes</b>
◆ Lesson 6, Activity A, Option 2: <i>What's On the Label?</i>	
◆ Lesson 4, Activity A: <i>Hurray for Whole Grains!</i>	
◆ Video Segment #6 from Lesson 4, Activity B: <i>Eat It Up!</i>	
<b>Action Break</b> .....	<b>10 minutes</b>
◆ Lesson 9: <i>The Human Knot</i>	
<b>Exploring Media Production</b> .....	<b>70 minutes</b>
◆ Lesson 7, Activity C: <i>Mini-Production: Omission Mission</i>	
◆ Video Segment #11 from Lesson 9, Activity C: <i>Big Production Montage</i>	
◆ Lesson 10, Activity C: <i>The Role Game</i>	
<b>Snack Break</b> .....	<b>15 minutes</b>
◆ Lesson 2: <i>Mix It Up!</i>	
<b>Getting the Program Started</b> .....	<b>20 minutes</b>
◆ <i>Some Things to Keep in Mind—Resources Checklist</i> (page 28)	
◆ Training Handouts	
<b>Question/Answer and Wrap-Up</b> .....	<b>10 minutes</b>



# Welcome and Introductions

Full-Day  
TRAINING  
GUIDE



## Total Time

50 minutes



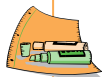
## Activity Overview

This module gives participants the chance to get to know each other, provides background about the creation of the program, and introduces the major concepts within the curriculum.



## Activity Objective

- ◆ Welcome and introduce trainers and participants
- ◆ Discuss the overview and objectives of the program



## Materials Needed

- Large paper, markers, masking tape, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth video/DVD
- Slide presentation CD-ROM, computer with Adobe® Reader® viewing capabilities, and projector/screen (Adobe® Reader® software can be downloaded from the NICHD's Web site at <http://www.nichd.nih.gov/publications/pubs.cfm>)
- CD with fun music suitable for 11- to 13-year-olds and a CD player



## Trainer's Preparation

- In the front of the room, set up an easel with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape sheets of large paper to the wall in a place where everyone can see them.
- Write the agenda on a sheet of large paper and post it on a wall (see page 16 for content).
- Write "Parking Lot" at the top of a sheet of large paper and post it next to the agenda.

AGENDA
~~~~~
~~~~~
~~~~~
~~~~~

PARKING LOT

- (Optional: Do this step if binders are not provided or assembled.)  
Write on piece of large paper the following then post it with agenda on wall:
  - “Welcome. Please assemble your materials.
    1. Unwrap
    2. Insert tabs
    3. Insert ring”
- Write the following questions on a sheet of large paper and place covered on wall near front of the room (keep this sheet covered until it is needed):
  - “What is your favorite . . .
    - ❖ TV show?
    - ❖ Magazine?
    - ❖ Food?
    - ❖ Physical activity?”
- If you are using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #3: *What Is Media-Smart Youth?*
- Set up the computer and slide presentation so it is ready to play the *Welcome and Introductions* slideshow.
- Play music for participants to enjoy as they enter.

WELCOME.  
PLEASE  
ASSEMBLE  
YOUR MATERIALS  
1. UNWRAP  
2. INSERT TABS  
3. INSERT RING

WHAT IS YOUR  
FAVORITE . . .  
❖ TV SHOW?  
❖ MAGAZINE?  
❖ FOOD?  
❖ PHYSICAL  
ACTIVITY?

20  
minutes

## Welcome and Introductions



### 1. WELCOME participants:

- ◆ INTRODUCE training staff and your organization.
- ◆ SAY:

*We're so glad you're here and thrilled that you're interested in learning more about Media-Smart Youth: Eat, Think, and Be Active.*

*Media-Smart Youth is an after-school program that empowers young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. It is designed to teach young people about the complex media world around them, and how it can affect their health.*

*Media-Smart Youth was developed by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health (NIH), within the U.S. Department of Health and Human Services.*

*The NIH is the primary federal agency for conducting and supporting medical and behavioral research. The NICHD, one of 27 Institutes at the NIH, conducts and supports research on all stages of human development, from preconception to adulthood, to better understand the health of children, adults, families, and communities.*

*The [your organization] has been using Media-Smart Youth since [date] [or some other description of the connection between the program and your organization.]*



### 2. SAY:

*Now I'd like to review the agenda for today and then have us get to know one another before we talk more about the program.*

### 3. CONDUCT a quick review of agenda (as posted on wall).

### 4. POINT OUT the "Parking Lot."



#### SAY:

*We will take questions throughout the training, however, if something comes up and we can't cover it at that point, we'll put it up on the Parking Lot to discuss later in the training.*

5. ASK participants to put their cell phones on “silent.”



6. SAY:  
*Let’s begin by introducing ourselves.*

7. ASK each person to introduce him or herself. Then, have them share something they enjoy about working with youth (depending on number of participants) or give one word to describe how working with youth makes them feel.

8. THANK participants for sharing.



9. SAY:  
*Let’s do a short icebreaker so we can get to know each other better.*

10. UNCOVER the large paper with questions posted on wall. ASK participants to divide into groups of two or three people and take turns sharing with each other their answers to the following questions.

- ◆ What is your favorite TV show(s)?
- ◆ What is your favorite magazine(s)?
- ◆ What is your favorite food(s)?
- ◆ What is your favorite physical activity, such as walking, playing a sport, or anything that gets your body moving?

11. ALLOW 5 minutes for small groups to talk with each other. After 5 minutes, ASK groups to return to the table. ASK if anyone has any highlights from the conversation that they would like to share.

12. THANK participants for sharing. TELL them that they’ve just been discussing the **key content areas for the program—media, food, and physical activity**—common issues in all of our lives.



20  
minutes

## What Is Media-Smart Youth?



1. SAY:  
*About six years ago, the U.S. Congress asked four federal agencies within the U.S. Department of Health and Human Services to develop education programs to reinforce positive behaviors—such as being physically active and eating healthful foods—among young people.*

*One of those agencies, the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) created Media-Smart Youth. So, why did the federal government develop this program? To address three main concerns:*

**A. We are all surrounded by media, and media can influence our lifestyles and habits in many ways.**

**A Note to Trainers:** You may choose to share one or all of the following statistics, as time allows, to further describe the concern.

- ◆ *Every day, young people spend multiple hours using or being exposed to media.*
- ◆ *Young people encounter a barrage of marketing and advertising messages.*
- ◆ *Over the last three decades, the number of television commercials children viewed increased from about 20,000 per year to more than 40,000 per year.*
- ◆ *The majority of these ads are for food—primarily candy, cereal, and fast food.*

**B. During the past 20 years, some young people and adults in our society have begun to eat too much. The choices we make about food can affect our health now and in the future.**

**A Note to Trainers:** You may choose to share one or all of the following statistics, as time allows, to further describe the concern.

- ◆ *More than 15 percent of young people in the United States are obese and many more are at risk for becoming overweight or obese.*
- ◆ *Youth take in more calories than they need, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.*

**C. We don't spend enough time doing physical activities that get our bodies moving and our hearts pumping.**

- ◆ *Nearly one-half of American youth ages 12 to 21 years are not physically active on a regular basis.*



**2. SAY:**

*What's Media-Smart Youth really all about? (BEGIN slide presentation, ☺ slides 1 and 2.)*

- ◆ *It's about youth (☺ slide 3), media (☺ slide 4), nutrition (☺ slide 5), and physical activity (☺ slide 6).*
- ◆ *It's about young people becoming more critical, creative thinkers (☺ slide 7).*
- ◆ *It's about helping youth understand more about media so that they can use it to make the best choices (☺ slide 8).*



- ◆ *It's about helping young people feel comfortable with their own sizes, shapes, and physical abilities (🗨️ slide 9).*
- ◆ *This program is NOT about weight control or dieting or forcing anyone to do sports (🗨️ slide 10).*
- ◆ *It's about science. The program has been rigorously reviewed, tested, and evaluated (🗨️ slides 11 and 12).*
  - ❖ *A formal outcome evaluation showed a significant difference in knowledge and skills in nutrition, physical activity, and media analysis between young people who took part in the program and those who did not. The evaluation also showed a significant difference in the intention to eat or drink more foods with calcium and the intention to do more weight-bearing activities in the next month between young people who took part in the program and those who did not.*
- ◆ *Media-Smart Youth was developed as an after-school or out-of-school program for young people ages 11 to 13.*
  - ❖ *The program focuses on this age group because:*
    - *This is the age at which youth are becoming more autonomous and are making their own decisions, particularly in regard to food.*
    - *This age is when some of the biggest changes occur in young people's development. They are trying new things and taking new risks.*
    - *This is the age at which youth can begin to think more critically and to develop these critical thinking skills.*
- ◆ *It works in rural, urban, and suburban settings (🗨️ slide 13).*
- ◆ *It's flexible enough to meet the needs of all types of youth-serving organizations and the diversity of the young people they serve (🗨️ slide 14).*
- ◆ *It combines youth-development principles and practices with evidence-based recommendations about nutrition and physical activity (🗨️ slide 15).*
- ◆ *It's consistent with national learning standards (🗨️ slide 16).*
- ◆ *And finally, Media-Smart Youth is just a click away! Copies of the Media-Smart Youth Program Packet, which includes the video/DVD, some of which you'll see today, can be ordered from the NICHD Information Resource Center. The Web address is on the bottom of your agenda and ordering information can also be found on the Media-Smart Youth fact sheet. Training Guides, which include guides for both the half-day and full-day trainings, are available through this source, as well (🗨️ slide 17).*

10  
minutes

## What Do Youth Do When They Are Part of the Program?



**1. SAY:**

*Youth do several things as part of this program.*

- ◆ *In the Media-Smart Youth program, youth spend time exploring different kinds of media and finding out how media affect what they do.*
- ◆ *They also learn about nutrition and physical activity and some of the challenges involved in making smart food and activity decisions.*



**2. SAY:**

*Now we're going to watch a short video segment so you can see the program in action.*



**3. SHOW** Segment #3: *What Is Media-Smart Youth?*

**4. ASK** whether participants have any comments or questions. **THANK** participants for their participation.



**5. SAY:**

*In today's training, you'll learn more about the program's key content areas and how the program engages youth.*

*Much of what we'll be doing today will allow you to experience several aspects of the curriculum first hand.*

*So, with that, it's time for an Action Break.*



**Action Break: A  
Cool Wind Blows**

# Action Break



## A Cool Wind Blows

 **Time: 10 minutes**

1. TELL participants that physical activity is anything that gets your body moving and that later in the training they will learn more about physical activity. The *Action Breaks* throughout the curriculum are great examples of this concept and provide the youth with easy ways to incorporate physical activity into their lives.

2. SAY:

*This Action Break is called “A Cool Wind Blows,” and it comes from Lesson 4 in the curriculum.*

### Doing the Action Break

1. ASK participants to bring their chairs to the back of the room and to set up the chairs in a half-circle or full circle. PULL out one chair so that there is one fewer chair than participants.
2. CHOOSE one participant to remain standing in front of the chairs, facing the group. ASK remaining participants to sit on the chairs.
3. TELL participants that you will call out a statement that describes some members of the group. Be sure to begin the statement by saying, “The cool wind blows for anyone who \_\_\_\_\_,” filling in the blank with any descriptive quality about some members of the group. For example, you may choose to say,

“The cool wind blows for anyone who played basketball yesterday.” If any of the participants played basketball the previous day, the wind makes them move—those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. EXPLAIN that the goal is to find a seat before all the seats are gone.

Rules:

- ◆ Participants cannot move to a seat on either side of the one they just stood up from (unless only two participants who are sitting next to each other stand up).
  - ◆ They cannot push or hurt each other to get a seat.
4. EXPLAIN that there will always be one participant who doesn’t find a seat. That person should then stand in the middle of the circle and say another statement that describes members of the group, such as, “The cool wind blows for anyone who had breakfast this morning,” and so on.
  5. The facilitator can call out, “Tornado!” at any time and *everyone* (including the participant who was standing in the middle at the time) must find a different seat.

# Action Break

## A Cool Wind Blows (continued)

6. ENCOURAGE participants to think of descriptive qualities that relate to media, food, and physical activity.

**Note:** Try to mention concepts that relate to the participants' daily lives. Some examples include:

- ◆ Anyone who listened to music today.
- ◆ Anyone who drank at least one soda yesterday.
- ◆ Anyone who saw a movie in the last month.
- ◆ Anyone who drank fat-free or low-fat milk today.
- ◆ Anyone who did a physical activity yesterday.
- ◆ Anyone who likes grapes.

- ◆ Anyone who likes to play soccer.
- ◆ Anyone who went to the gym in the last week.

7. MAKE SURE the game moves quickly so participants are moving often.

8. ASK participants if they had fun. ASK if they think the game, "A Cool Wind Blows," counts as physical activity. TELL them that it does count—anything that has them moving quickly, jumping around, and getting out of breath is a great way to be physically active and have fun, too! EXPLAIN that they will learn more about physical activity later in the training.



# Overview of Structure & Design

Full-Day  
TRAINING  
GUIDE



## Total Time

40 minutes



## Activity Overview

This module gives participants a chance to learn the structure of the curriculum, including the icons, breakdown of activities, and useful resources. This segment also provides insight into the flexibility of the curriculum.



## Activity Objective

- ◆ Review the curriculum structure and design so participants get a feel for how to use the *Media-Smart Youth Facilitator's Guide*



## Materials Needed

- *Media-Smart Youth Facilitator's Guide*—one assembled copy for each participant and for the trainer



## Trainer's Preparation

- Place one copy of assembled (either via a ring or binder) *Facilitator's Guide* at each participant's place (or hand out the binders during registration/check-in).



38  
minutes

## Overview



### 1. SAY:

*Now let's walk through the curriculum structure and design so you get a feel for how to use the Facilitator's Guide.*



### 2. SAY:

*Media-Smart Youth integrates four content areas throughout the program.*

- ◆ *The first few lessons focus on **media**, the next set on **nutrition**, the next set on **physical activity**, and the last focuses on **media production**.*
- ◆ *All four areas are fully integrated through each lesson—using repetition to reinforce the connections between media and health.*
- ◆ *We will look more closely at each of these content areas later today.*



### 3. SAY:

**Media-Smart Youth has 10 structured, interactive lessons.**

- ◆ *Each lesson is 90 minutes in length.*
- ◆ *Each lesson has a similar structure:*
  - ❖ *Activity A (varies from 15 to 30 minutes)*
  - ❖ *Snack Break (10 minutes)*
  - ❖ *Activity B (varies from 15 to 30 minutes)*
  - ❖ *Action Break (10 minutes)*
  - ❖ *Activity C (varies from 15 to 30 minutes)*
- ◆ *The Snack Break is a great time to expose youth to new foods and encourage youth to taste them, and to reinforce the concepts learned throughout the program.*
- ◆ *Action Breaks provide youth with a chance to get their bodies moving in a range of fun activities that encourage teamwork and friendly competition.*
- ◆ *The activities are highly interactive. Activities A and B focus on one of the curriculum's main topics. In Activity C, participants do a Mini-Production, which gives them a chance to reflect on what they've learned in Activities A and B and to build their media-production skills.*

**The program includes creating a Big Production.**

- ◆ *After the 10 lessons are complete, young people have the opportunity to create a Big Production—a media production encouraging other young people to take an action for better nutrition or increased physical activity.*
- ◆ *There is no specific direction for the Big Production included in the Facilitator's Guide because different youth may choose different projects.*

- ◆ Youth can choose to make a video, poster campaign, newsletter, radio show, or other form of media. Lesson 9 helps youth decide on a format.
- ◆ We'll talk more about the Big Production later today.

**The Media-Smart Youth curriculum is flexible.**

- ◆ The curriculum can be organized and delivered in many ways to meet your needs and the needs of your participants.
  - ❖ For example, if your group is hungry and would benefit from a snack before you start the activities, begin with the Snack Break and then do Activity A.
  - ❖ If you only have 60 minutes to work with your group, do Activity A, Snack Break, and Activity B, and then do the Action Break and Activity C in a separate session.
  - ❖ The schedule of lessons is also flexible. The lessons may be done once or twice a week, once a month, all within two weeks in a summer- camp style, or on other schedules.
- ◆ Please note that the content in the lessons is connected and builds on previous lessons. It is not recommended to cut out activities entirely.

**Strive for the recommended number of youth participants per workshop.**

- ◆ The recommended group size for the program is 15 young people because this is a good number for doing interactive learning.
- ◆ Keep in mind that there is often attrition or young people who drop out because of other commitments, so you may want to recruit more than 15 youth.
- ◆ Having fewer than 8 to 10 young people makes it challenging to break into smaller groups and can limit the diversity of perspectives in the discussions.
- ◆ The ideal group size varies and depends upon the number of adults who can facilitate and the size of your space. The more adults and space, the more young people you can accommodate.

**The structure of Media-Smart Youth is consistent.**

- ◆ The structure of Media-Smart Youth is consistent and easy to follow as you take youth through the program.



**4. SAY:**

Let's do a page-through. Follow along with me in your Facilitator's Guide.

- ◆ Where do you find the Introduction and Overview section? (TAB)
  - ❖ This section provides information about the curriculum, how and why Media-Smart Youth was developed, and hints for facilitating the curriculum.
  - ❖ Let's quickly page through this section.

- An At-a-Glance overview of the curriculum lessons is on page 3.
- A history of the program is on pages 4 through 6.
- Pages 8 to 14 give you information to help you decide how to schedule the program, where to host the lessons, how to recruit and retain youth, and how to get others involved. There's also information on engaging a media partner if you choose to do so.
- Pages 15 to 21 give a quick overview of the structure of the lessons, which we will go over in a few minutes.
- Page 22 has a suggested general shopping list for items that could be used throughout each lesson.
- Pages 23 to 27 have information on how best to facilitate this curriculum and how many facilitators are ideal or feasible given the size of your group.
- And, finally, page 28 has a checklist to help you get started!

**5. SAY:**

*If you remember just one thing from this session today, please remember to review the Introduction and Overview section of the Facilitator's Guide before you plan your program. It will likely answer many of your questions.*

**6. SAY:**

*Now, let's do some searching. Feel free to shout out the answers as I ask the questions!*

- ◆ *Can someone find a **Lesson Overview**? (Page 43, Lesson 1)*
  - ❖ *It provides an overview of the lesson and what you need to prepare for it.*
  - ❖ *It lists materials needed.*
  - ❖ *All materials should be prepared and set up ahead of time to make facilitation easy.*
- ◆ *Can someone find an **Activity Overview**? (Page 49, Lesson 1)*
  - ❖ *Materials are listed in the front of each lesson and are broken down at beginning of each activity.*
  - ❖ *The "Facilitator's Preparation" outlines the steps for the activities.*
- ◆ *Can someone find a **Snack Break**? (Page 54, Lesson 1)*
  - ❖ *Snacks from the Snack Break incorporate at least one of the four Media-Smart Youth nutrition concepts to reinforce the topics youth have discussed.*
  - ❖ *These breaks are a great time to expose youth to new foods and get them to feel comfortable tasting new things.*
- ◆ *Can someone find an **Action Break**? (Page 58, Lesson 1)*
  - ❖ *Action Breaks provide youth with a chance to get their bodies moving and release energy.*

- ❖ Action Breaks reinforce the concept that any movement can be physical activity. Youth learn different activity options they may not have thought of as physical activities.
- ◆ Can someone find an **Activity C?** (Page 59, Lesson 1)
  - ❖ Each Activity C (with the exception of Lesson 1) is a Mini-Production.
  - ❖ The Mini-Production is a hands-on activity in which youth create media messages for their peers by using and exploring various media formats for their Big Production, such as jingles, billboards, and radio scripts.
  - ❖ Mini-Productions reinforce the content they learned from Activities A and B.
- ◆ Can someone find a **Finishing Up the Lesson?** (Page 65, Lesson 1)
  - ❖ At the end of each lesson, the facilitator thanks youth for participating and asks them to share something fun or interesting they learned during that lesson.
  - ❖ The purpose is to reinforce and summarize topics learned and to have youth reflect on their participation.
- ◆ Can someone find a **Take Home a New Idea?** (Page 66, Lesson 1)
  - ❖ Youth receive a sheet at the end of each lesson to take home to their families.
  - ❖ The sheet contains two to four ideas on how youth can share what they learned during the day's lesson with their families to spark discussion and reinforce making healthy choices at home.
  - ❖ The sheet also has the recipe for that lesson's Snack Break so youth can make it at home with their parents.
  - ❖ We have included the Take Home a New Idea! sheets related to the two snacks you will try during today's training in your folder. You can share them with your friends and family.
- ◆ Can someone find one of the **Notes to Facilitators?** (Page 72, Lesson 2)
  - ❖ These notes are the green boxes that contain additional information for facilitators.
  - ❖ These notes are items to keep in mind as you are working through the lesson.
  - ❖ As much as possible, you should incorporate these notes into your facilitation.



**7. SAY:**

At the end of some lessons you will see **Look Ahead Alerts** that point out things to look for in future lessons. (Page 95, Lesson 3)

**8. SAY:**

Turn to **Lesson 6: Visiting the Grocery Store**. In the pilot test, facilitators found that making the extra effort to go to the grocery store was well worth it. The youth had a fun, hands-on experience that helped reinforce the

lessons they were learning. We know the visit is not always possible, so there are two separate lesson plans. Option 1 is taking the youth to the store. Option 2 is bringing the store to the youth. But experience indicates that Option 1 is very enriching.



### 9. SAY:

Icons are used in the Facilitator's Guide to help facilitators identify what to do on the page. Can you find an example in the Facilitator's Guide of:

- ◆ **Pad and pencil:** (page 93, Lesson 3) Appears on the front page of the lesson next to the list of lesson activities.
- ◆ **Clock:** (page 93, Lesson 3) Indicates the suggested length of time for an activity.
- ◆ **Light bulb:** (page 93, Lesson 3) Indicates the content overview or main concept for the lesson or an activity.
- ◆ **Bull's eye:** (page 93, Lesson 3) Indicates the learning objectives of a lesson or activity.
- ◆ **Easel with paper:** (page 94, Lesson 3) Indicates any facilitator's preparation that may be needed.
- ◆ **Crayons:** (page 94, Lesson 3) Indicates any materials that may be needed.
- ◆ **Globe:** (page 94, Lesson 3) Indicates a good opportunity to be sensitive to the diversity of the group in the discussion or activity.
- ◆ **Talking head:** (page 98, Lesson 3) Appears next to italicized text that you can paraphrase or read to the youth as written.
- ◆ **Video/DVD:** (page 107, Lesson 3) Indicates when to show a Media-Smart Youth video segment.
- ◆ **Fruit bowl:** (page 101, Lesson 3) Appears next to a *Snack Break*.
- ◆ **Two youth dancing:** (page 110, Lesson 3) Appears next to the *Action Break* and next to other information in the Guide related to youth being active. For example, during discussion, you could have youth jump out of their seats or do a jumping jack or push up if they want to answer a question (page 157, Lesson 5).



### 10. SAY:

Now go to the Appendices tab.

EXPLAIN the following concepts:

- ◆ The curriculum includes Appendices A through K. Many will be helpful during the program, particularly Appendix K, the Glossary. Others provide information that will be helpful in planning the program.

#### A. Sample Permission Forms

- ❖ These forms are for the workshop and for the grocery store field trip.

**B. Additional Snack Break Options**

- ❖ If one of the *Snack Breaks* won't work for your group, there are other options in this section.

**C. Additional Action Break Options**

- ❖ If one of the *Action Breaks* won't work for your group, there are options in this section. There is also information about adapting physical activities for youth with physical disabilities.

**D. The Video/DVD-At-A-Glance**

- ❖ Appendix D includes a description of each video segment.
- ❖ The video is NOT required to implement the curriculum. It merely complements the content and may help you explain different concepts.

**E. Doing the Big Production**

- ❖ This section includes guidance on how to do the *Big Production* in various formats.

**F. The Big Production Toolbox**

- ❖ This appendix includes tools for doing the *Big Production*, such as script templates.

**G. Media, Nutrition, and Physical Activity Resources**

- ❖ This section highlights resources that can provide more information on the curriculum content areas.

**H. Promotion Kit**

- ❖ This item features tools to help you promote the program in your community, such as a sample press release and message points.

**I. Educational Content Standards Linked to Lesson Activities**

- ❖ This chart identifies the National Standards of Learning Benchmarks that Media-Smart Youth covers in various content areas.

**J. Sample Media-Smart Youth Certificate of Participation**

- ❖ This blank certificate is provided for facilitators to copy for participants who complete the program.

**K. Glossary**

- ❖ This glossary includes key words that are bolded the first time they appear in the *Facilitator's Guide*. Use it for quick and easy reference.

**11. DISCUSS** the Pre- and Post-Curriculum Activities.

SAY:

*The curriculum includes optional Pre- and Post-Curriculum Activities that may help you gauge how much youth know when they enter the program and how much they learned in the program. These activities are one of many ways to assess the outcomes of the program. The correct answers to the questions in the activities are provided with the Facilitator's Guide and are also posted online at <http://www.nichd.nih.gov/MSY>.*

2  
minutes

## Closing the Activity



### 1. SAY:

*I know we covered a lot of information in a short period of time. Don't feel that you have to remember it all at once! The Introduction and Overview section of the Facilitator's Guide is filled with information to help you plan for and implement the Media-Smart Youth curriculum. The appendices also have a wealth of resources to help you.*

*Again, if you remember only one thing today, please remember to review the Introduction and Overview section before you plan your program. It is on pages 1 through 28 of the Facilitator's Guide (🗨️ slide 11).*



### 2. SAY:

*Now it's time for a Snack Break.*

**Snack Break:  
Dip It!**



# Snack Break



## Dip It!

 **Time: 15 minutes**

**1. SAY:**



*The Snack Breaks are a great time to expose youth to new foods, encourage them to taste foods they haven't tried before, and try foods in a new environment. The Snack Breaks also reinforce the nutrition concepts they discuss.*

**2. TELL** participants that this *Snack Break* is called “Dip It,” and it comes from Lesson 10 in the curriculum. It incorporates whole-grain foods—whole-wheat pita and whole-wheat tortillas—and low-fat dips—salsa and hummus, which is made from chick peas (also called garbanzo beans).

**3. Trainers** should demonstrate putting the snack together. **TELL** participants to arrange the pita bread and tortilla triangles on paper plates. **POINT OUT** the dips for the participants to try, along with serving spoons. **TELL** participants to put some pita bread or tortilla triangles on their plates, along with a spoonful of each dip.

**4. REMIND** participants that the recipe for this *Snack Break* is included on the *Take Home a New Idea!* handout that is included in their folders and comes at the end of every lesson.





# Exploring Media

Full-Day  
TRAINING  
GUIDE



## Total Time

1 hour 25 minutes



## Activity Overview

This module provides an introduction on how the curriculum defines media and its purposes. Activities allow participants to brainstorm the many types of media and understand the connection between media and health. Participants take part in an activity adapted from the curriculum that introduces the program's media-analysis tool, the 6 Media Questions.



## Activity Objective

- ◆ Explore the concept of media
- ◆ Examine the link between media and health



## Materials Needed

- The 6 Media Questions poster
- Examples of media from the following options: a cover of a popular CD, a print ad, or a poster (make sure that these examples reflect the cultural identity of the group); you will need one example for each small group
- Media Detective Notepad* sheets (one copy for each participant)
- Pencils/pens (one for each participant)
- Watch/timer
- Masking tape
- TV/VCR or DVD player and Media-Smart Youth video/DVD for showing Segments #4, #5, and #9
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers (such as snowmen or pumpkins), or other fun stickers); you will need enough so that each participant can have four stickers
- Scissors (one pair)



## Trainer's Preparation

- Set up multiple workstations in different spaces around the room where participants can work in small groups. There should be one workstation for each small group. The number of small groups depends on the size of your workshop (see page 6 of this *Training Guide* for suggestions on dividing your group into small groups). Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and write the heading: "Types of Media."
- Post four pieces of large paper around the front of the room. At the top of each piece of paper, write one of the following statements:
  - ◆ "Watched TV Yesterday"
  - ◆ "Played Video Games Yesterday"
  - ◆ "Surfed the Internet Yesterday"
  - ◆ "Listened to the Radio Yesterday"
- Provide four stickers to each participant in their folders.
- On a note card or piece of paper, write the following fact about media use among children in the United States:
 

*Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.<sup>1</sup>*
- Post the 6 Media Questions poster in the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each participant).
- Find several examples of media from the following options: a cover of a popular CD, print ads, and other types of media; you will need one example for each small group.
- If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #4: *What Are Media?*

TYPES OF MEDIA

WATCHED TV  
YESTERDAY

PLAYED  
VIDEO GAMES  
YESTERDAY

SURFED  
THE INTERNET  
YESTERDAY

LISTENED TO  
THE RADIO  
YESTERDAY

<sup>1</sup> Source: Roberts, D., & Foehr, U. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

2  
minutes

## Introduction

1. TELL participants that in this session they will explore the concept of media and examine the link between media and health.
2. SHARE with participants a few key points about the way media is presented in the curriculum:
  - ◆ The Media-Smart Youth program does not view media as “good” or “bad.” Media is a well-established part of our culture and is a tool for communication.
  - ◆ Media can have a powerful effect on people’s attitudes, behaviors, and health, including their food choices and body image.
  - ◆ Media-Smart Youth seeks to increase young people’s awareness about the media in their lives.
  - ◆ Media-Smart Youth teaches young people to think about the media messages they receive and to make their own decisions about the media they experience.
3. EXPLAIN: Keep in mind that even though Media-Smart Youth focuses on young people and the media, the connections between media and health apply to adults, too.



### 4. SAY:

*In this session, we will:*

- ◆ Define media and the main purposes of media.
  - ◆ Discuss media use by young people and the connection between media and health.
  - ◆ Practice analyzing media using a tool called the 6 Media Questions.
5. TELL participants that this session includes actual activities from the Media-Smart Youth curriculum. EXPLAIN that because this is a training for facilitators, small adaptations were made to some of the activities, but that overall, these activities are very similar to the ones they will deliver to youth. This practice will give facilitators a chance to learn the content, and to gain a first-hand understanding of the interactive teaching style used throughout the curriculum.

15  
minutes

## Brainstorm Media



### 1. SAY:

*Let’s begin by defining media. What are media?*

- ◆ LISTEN to ideas from participants. If necessary, guide them to the following types of responses:

- ❖ Media are ways of communicating or expressing information or ideas to people. Examples include newspaper, TV, radio, billboards, letters, telephones, and the Internet.
- 2. TELL participants they are going to make a list of all the different kinds of media people come across every day.
- 3. DIVIDE the participants into small groups and put one group at each workstation.
- 4. ASK each group to select one or more participants for each of these roles:
  - ◆ Note taker(s) will write down the group’s ideas on a piece of large paper.
  - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
  - ◆ Presenter(s) will read the list when the group is done.
- 5. ASK each group to work together to brainstorm all the different kinds of media formats they can think of. Their lists should include any and all kinds of media. ASK participants to write all their ideas on the large paper titled, “Types of Media.”

**A Note about Engaging Participants**

To add energy and suspense to the activity, turn it into a friendly contest. For example, see which team has the longest list when the 5 minutes for this activity is up. Give a round of applause to the group that wins and invite those participants to present their list first.

- 6. ALLOW 5 minutes for participants to brainstorm and write down their ideas. TELL participants when they have 1 minute left to finish their lists. At the end of 1 minute, have participants count the number of items on their lists.
- 7. TELL participants that each group will have 1 minute to present its list to the entire group.
- 8. ASK participants to count the number of items on their lists. ASK the group with the longest list to present first. ASK participants to gather around the first group’s paper and listen as the presenter reads the group’s list out loud. ASK the remaining groups to present the ideas on their lists that were not included in the first group’s list.
- 9. SUGGEST any media you think of that may be missing from the lists, including:
  - ◆ Newspapers
  - ◆ TV
  - ◆ Radio

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

10. CONGRATULATE groups on creating such long lists and thinking of all the different types of media.



10  
minutes

### Finding the Purpose

1. EXPLAIN that all media products have a **purpose**, or a reason why they are created. ASK participants what the three main purposes of media are.
2. INVITE participants to look at the examples of media on their lists to help them think about purpose.
3. LISTEN to ideas from the participants. If necessary, GUIDE them to the following responses:
  - ◆ To **persuade** (for example, magazine and TV ads)



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



4. SAY:

*The first letter of each purpose word forms the acronym “PIE.” This acronym may be an easy way for you to remember the three purposes of media. Keep in mind that some types of media may have more than one purpose.*

ASK participants to return to their seats.



5. SAY:

*We are going to watch a video segment about various media and their purposes.*



SHOW Segment #4: *What Are Media?*

6. ASK:

- ◆ Why is it helpful to know the purposes of different kinds of media? LISTEN to ideas from participants. If necessary, GUIDE them to the following types of responses:
  - ❖ Knowing the purpose helps us to be more aware of how media are used and how media may affect us.
  - ❖ Knowing the purpose helps us to think critically about what we see and hear in the media.



5  
minutes

## Quick Group Research



1. SAY:

*Now that we’re clear about what media are, and what their purposes are, let’s think about our own media use for a moment. We’re going to do some quick research about media use within our group.*

*The research we’re going to do now will be anonymous, so no one should write down his or her name. Instead, you will use stickers to record your answers to a few questions about media use.*

2. ASK participants to think about how they spent their day yesterday.

EXPLAIN that several sheets of large paper are posted around the room, and each sheet has a different statement written on it. TELL participants to read each statement and put one sticker on the page if the statement is true for them. If the statement is not true for them, they should go to the next statement. TELL participants that the stickers may be found in each of their folders.



- 3. SAY:**  
*You have 2 minutes for this research process, so move quickly! I'll call "Stop" when the time is up. You can read the statements in any order you wish.*

*No talking during this exercise. This is a silent, individual activity. When doing research, we want to reduce bias—or the influence that you have on each other's answers.*

- 4. ALLOW** 2 minutes for participants to do the research activity.
- 5. ASK** for volunteers to count the "data" from this quick research. **ASK** each volunteer to count the stickers on one of the large paper sheets and write the total on the bottom of the page.



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

- 7. ASK** participants:
- ◆ Do you think this media use is typical among your peer group?
- LISTEN** for responses.



- 8. SAY:**  
*Okay, now that we know more about our group's media habits, let's think about young people's media habits.*

15  
minutes

## Exploring the Connection Between Media and Health

- 1. REMIND** participants that the Media-Smart Youth program does not view media as "good" or "bad." Media-Smart Youth teaches young people to think about the media messages they receive and encourages them to make their own decisions about the media they experience based on critical-thinking skills.
- 2. TELL** participants that the next activity is designed to help them understand the prevalence of media in young peoples' lives. This part of the activity focuses on the media behaviors of young people.
- 3. ASK** participants how much time each day they think young people, ages 11 to 14, spend on average using media, not including any time spent at school. **EXPLAIN** that using media includes behaviors such as playing video games, listening to music, reading, using the computer, and watching TV, videos, and DVDs.

4. LISTEN for ideas from the group. ALLOW participants to try to answer the question.
5. ASK for a volunteer to read the note card with a fact about media use:  
*Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.*
6. DISCUSS this statistic and the connection between media and health with participants. ASK:
  - ◆ What influences in all of our lives—both young people and adults—might contribute to this amount of media use?  
LISTEN to ideas from participants. If necessary, GUIDE them to the following types of responses:
    - ❖ Media are all around us—embedded in our culture.
    - ❖ There are many different kinds of media available now.
    - ❖ People talk about, share, and promote media with their friends.
    - ❖ Media producers and companies use persuasive techniques to encourage consumers to buy their products.
    - ❖ Media use can be fun and social (such as going to movies with peers, playing video games with friends, listening to music, and other activities).
    - ❖ Media use offers instant gratification (for example, instant messaging, cell phones, iPod™, etc.).
    - ❖ Some media are associated with images that are appealing to people (for example, it is “cool” to have an iPod™ and iPod™ accessories).
    - ❖ Many people rely on media as part of their lifestyle. For example, some people like to have a cell phone with them at all times when away from their family, or have a BlackBerry® with them when they are away from the office or on vacation.



7. SHOW Segment #9: *The Power of Advertising*.

8. DISCUSS the video segment with participants.

ASK:

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

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

- ❖ Media are everywhere and can have a powerful effect on attitudes, behaviors, and health.
- ❖ Many media ads promote foods that are high in fat and added sugar, and that do not have much nutritional value.
- ❖ Many people like to snack while they use media and do not realize

how much they are eating. They often choose high-fat, high-sugar foods that taste good and fill them up, but may not have much nutritional value.

- ❖ Many media ads aimed at young people (and adults) make foods very tempting. TV ads often link eating with “fun” and “excitement,” which can lead away from eating to satisfy hunger. People are more likely to overeat if they eat when they are not hungry.
- ❖ Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media also portray body sizes and shapes that are unrealistic and have little to do with being healthy.
- ❖ Media keep us busy but not necessarily active. People often choose to use media instead of being physically active.
- ❖ Media often portray sports as fun and exciting. Even though that portrayal encourages an interest in sports, some people watch sports on TV instead of being active themselves.

9. EXPLAIN that even though this discussion focuses on the media behaviors of young people, most of these points about the connection between media and health apply to adults too.



10. SAY:

*Next we're going to practice analyzing media using the 6 Media Questions tool. This is the primary media-analysis tool used in Media-Smart Youth.*



10  
minutes

## The 6 Media Questions



1. SAY:

*All media have a message.*

2. ASK participants: What does “message” mean?

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

- ◆ The message is the specific point or statement made by a media product, such as the main idea of a TV ad or a key point in a news story.



3. SAY:

*All media have messages to express, and media messages are communicated in many ways—some obvious, some subtle.*

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

*In fact, 6 key principles—we call them the 6 Media Questions—help us understand the messages in the media we use. The 6 Media Questions are basic questions you can use to analyze media.*

4. **INTRODUCE** the 6 Media Questions poster on the wall. **ASK** for a volunteer to read each question. After each question is read, **ASK** for a volunteer to explain what the question means. Some additional questions for this review include:
  - ◆ What is this question asking you to think about?
  - ◆ What does this question mean to you?
5. **CLARIFY** the concepts in each media question as needed. **USE** the *Understanding the 6 Media Questions* table below for definitions of these concepts and examples of each.

**Note:** The table below is for trainer reference only. It provides further information to help trainers review and define the 6 Media Questions with participants.

### Understanding the 6 Media Questions

What do you think about this media product? Answer the following questions to help you decide:

The 6 Media Questions	What Does It Mean?
1. Who is the <b>author</b> or <b>sponsor</b> ?	This question is asking you to identify who wrote, created, or sponsored the media product, such as a newspaper journalist, a musician, or a food company.
2. Who is the <b>audience</b> ?	This question is asking you to identify the group, such as young people, parents, older adults, or any other group, you think the media product is meant for. In other words, who does the creator/sponsor want to see, hear, or use this product?
3. What is the <b>purpose</b> ?	This question is asking you to identify the reason this media product was created (such as to inform, entertain, or persuade).
4. What is the <b>message</b> ?	This question is asking you to identify the message that this specific media product is trying to get across. The message is the main statement, point, or opinion that is being expressed in the media. In other words, what is the media product telling you? Once you know what the message is, you can decide what you think about it and whether you agree with it.

The 6 Media Questions	What Does It Mean?
5. What <b>information is missing</b> ?	This question is asking you to identify information that is not included in the media message, but that is still important. The act of leaving out information is also known as “omission.” For example, a food ad might leave out information about ingredients, or a news story might present only one point of view about an issue.
6. What <b>techniques</b> are used to attract your attention?	This question is asking you to identify the specific techniques the media product uses to grab your attention and draw you in. The techniques used in media—such as sound, color, humor, or use of well-known personalities—are important because they make the media more interesting and attractive. Different techniques work with different audiences.



### Using the 6 Media Questions

1. TELL participants that they will now have a chance to practice using the 6 Media Questions.



SAY:

*I am going to divide you into small groups. Each group will get a media example.*

*Each group will work together to analyze its media example by answering the questions on the Media Detective Notepad sheet. The sheet is in your folders. Groups will have 5 minutes to analyze the media example. Then each group will take turns presenting its ideas to all of us.*

2. REMIND participants that only one person in each small group needs to write down the answers for the group. Other group members can also write the answers on their *Media Detective Notepad* sheets if they like, but they do not have to do so.
3. ASK each group to select one or more participants for each of these roles:
  - ◆ Note taker(s) will write down the group’s ideas on the *Media Detective Notepad* sheet.
  - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
  - ◆ Presenter(s) will read the answers when the group is done.
4. DIVIDE participants into small groups of five to seven participants.

5. GIVE each group one of the following media examples to analyze: a cover of a popular CD, a print ad, or other media item.
6. ALLOW groups to work for 5 minutes. VISIT each group and PROVIDE help as needed. TELL groups when they have 1 minute left to finish their sheets.
7. ASK the groups to take turns presenting their media example and answers from the *Media Detective Notepad* sheet. TELL each group that it has 2 minutes to present its example and answers. CLARIFY any questions that participants have.

7  
minutes

## Reviewing a Public Service Announcement (PSA)



### 1. SAY:

*Now we're going to watch an example of another type of media. Then we'll talk about this example and practice applying the 6 Media Questions once again.*



2. SHOW the video media sample from Segment #5: *Sample Media*. After you play the sample, ASK participants the 6 Media Questions in connection with what they just viewed. DISCUSS the answers as a group.

#### **A Note to Trainers about Segment #5:**

The Web site referred to in the "Football" television PSA in Segment #5 of the video/DVD no longer falls under the auspices of the Media-Smart Youth program. Please do not use the "Football" PSA during this activity. You may play the segment entitled "Hello," which is a radio PSA also included in Segment #5 of the video/DVD.

- ◆ Who is the author or sponsor of this ad?
  - ◆ Who is the audience for this ad?
  - ◆ What is the purpose of this ad?
  - ◆ What is the message in this ad?
  - ◆ What information is missing from this ad?
  - ◆ What techniques are used to attract your attention in this ad?
3. ASK participants:
    - ◆ To review—what is the difference between the purpose and message of media?

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

    - ❖ Purpose tells you generally what the media was created to do, such as persuade, inform, or entertain.

- ❖ Message is the specific main point or statement made by a media format, such as the main idea of a TV story or a key point in a news article.

1  
minute

## Closing the Activity

1. CONGRATULATE participants for being observant about media. ASK whether they have any comments or questions.
2. SAY:  
*Throughout the Media-Smart Youth program, you will lead youth as they use the 6 Media Questions to analyze media and to create their own media. Knowing how to use the 6 Media Questions is an important step in becoming media smart.*
3. TELL participants that this concludes the discussion about media and that next they will be learning about the second content area, physical activity.









# Exploring Physical Activity

Full-Day  
TRAINING  
GUIDE



## Total Time

30 minutes



## Activity Overview

This module helps define physical activity and its many facets beyond just “exercise.” Participants get a chance to practice taking their pulse, a key skill that youth can use to gauge how hard their bodies are working.



## Activity Objective

- ◆ Explore the concept of physical activity



## Materials Needed

- Large paper and markers (at least one sheet for each group)
- Masking tape
- Watch/timer
- Easel (if available)
- The 6 Media Questions poster
- Media-Smart Youth video/DVD and TV/VCR or DVD player
- Pulse Game* sheet (one for each participant)



## Trainer's Preparation

- Post the 6 Media Questions poster in the room.
- Set up workstations (quantity based on number of groups) in different areas of the room where the participants can work in small groups.
- Photocopy the *Pulse Game* (one for each participant).
- Write “Top 10 It’s Hard to Believe, But It’s Physical Activity” on sheets of large paper and post in each workstation (one per small group). Make sure each group has markers to write with.

TOP 10 IT'S HARD  
TO BELIEVE,  
BUT IT'S  
PHYSICAL ACTIVITY

- ❑ Write the “Physical Activity Recommendations for Young People” (see right for content) on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.
- ❑ Write the “Levels of Intensity” information (shown below) on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.
- ❑ If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play *Segment #7: Activities Fit To Be Tried*.

### Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Be physically active for at least 60 minutes on most, if not all, days of the week.
- ◆ Try to do a variety of activities.
- ◆ Find enjoyable activities so they become a fun part of everyday life.

### Levels of Intensity

- ◆ **Low:** fewer than 120 beats per minute
- ◆ **Moderate:** between 120 and 150 beats per minute
- ◆ **Vigorous:** more than 150 beats per minute

4  
minutes

## Introduction

1. TELL participants that in this session they will explore the concept of physical activity.



2. SAY:

*In this session, we will:*

- ◆ Define physical activity and discuss what it does for our bodies.
- ◆ Brainstorm ways to incorporate physical activity into our daily lives.
- ◆ Practice how to calculate our pulse rates while at rest and after varying levels of physical activity.

3. TELL participants that the program wants youth to understand what it means to be physically active and to be able to explain why physical activity is important for good health.



SAY:

*The program focuses on the following concepts:*

- ◆ Physical activity is anything that gets the body moving.
- ◆ Exercise is just one form of physical activity and often suggests structured workouts, such as jogging and weight lifting.
- ◆ One key to being physically active is to find ways to make physical activity a natural part of our daily lives.

4. TELL participants that this session includes actual activities from the Media-Smart Youth curriculum. EXPLAIN that because this is a training for facilitators, small adaptations were made to some of the activities, but that overall, these activities are very similar to the ones they will deliver to youth. This practice will give facilitators a chance to learn the content, and to gain a first-hand understanding of the interactive teaching style used throughout the curriculum.



SAY:

*Let's begin learning about physical activity!*

5  
minutes

## What Is Physical Activity?



1. SAY:

*As I mentioned earlier, physical activity can be defined as anything that gets your body moving.*

ASK participants:

- ◆ What are some examples of physical activity?

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

- ❖ Going up and down stairs; playing soccer, basketball, or football; swimming; biking; jumping rope; dancing; throwing a ball; doing sit-ups; playing Frisbee™; walking the dog; or washing the floor.



2. SAY:

*Physical activity is a broad term that refers to all kinds of activities: slow, fast, easy, hard, simple, complicated, alone, or in a group. If it gets your body moving, then it's physical activity! Sports and exercising are just one form of physical activity. There are also many other ways to be active.*

3. ASK participants:

- ◆ What does physical activity do for you and your body?

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

- ❖ Keeps your body healthy
- ❖ Makes your bones and muscles strong
- ❖ Makes you feel energetic
- ❖ Builds strength and endurance
- ❖ Helps your mental health
- ❖ Helps you feel good about yourself
- ❖ Gives you something to do when you are bored
- ❖ Creates a fun way to meet others or spend time with friends
- ❖ Helps to relieve stress
- ❖ Helps you sleep better



10  
minutes

## Creating a “Top 10 It’s Hard to Believe, But It’s Physical Activity” List



1. SAY:

*Now you’re going to work in teams to create a Top 10 It’s Hard To Believe, But It’s Physical Activity list. These lists should include **any** activity that gets your body moving, especially everyday activities. Don’t include traditional sports or exercises, such as basketball or weight lifting. You can be as imaginative as you want, as long as the activity gets your body moving!*

2. ASK participants for an example of an activity that would go on this list. Some examples might include: sweeping, vacuuming, or building a snowman.

3. DIVIDE the participants into small groups (approximately seven to eight participants per group).

4. ASK each group to select one or more participants for each of these roles:
  - ◆ Note taker(s) will write down the group's ideas on large paper.
  - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
  - ◆ Presenter(s) will read the list when the group is done.
5. ALLOW the groups 3 minutes to create their lists on the large paper. TELL participants when they have 1 minute left and when it is time to stop.
6. ASK each group to present its list to the larger group, counting down from 10 to 1. TELL all participants to drum their hands on the table right before each group reads its number 1 "It's Hard to Believe, But It's Physical Activity" idea from the list.
7. After each group has presented, CONGRATULATE the participants for having such creative and clever ideas.
8. DISCUSS the lists briefly. ASK:
  - ◆ Which activities on the list surprised you because you never thought of them as physical activity before today?



9. SAY:  
*Many health experts believe that young people are not as active as they should be. Experts have come up with some recommendations to help young people be more physically active. Each set of recommendations is slightly different, but they all agree that young people should be active every day and should do a variety of different activities.*

10. UNCOVER the paper with "Physical Activity Recommendations for Young People" written on it.

11. ASK for a volunteer to read the three recommendations.

1. Be physically active for at least 60 minutes on most, if not all, days of the week.
2. Do a variety of different activities.
3. Find activities that they enjoy doing so that the activities become a regular part of everyday life.



12. SAY:  
*As your Top 10 lists show, being active doesn't mean you have to play an organized sport. Of course, you can play an organized sport if you like, or you can play sports casually with friends. But, you can be active in many other ways as part of your daily life. Just keep in mind that being active in any way is important.*

10  
minutes

## The Pulse Game: Learning to Take Your Pulse

1. TELL participants that they will do a short activity called the *Pulse Game*.
2. ASK the following questions:
  - ◆ What is your pulse?  
LISTEN to ideas from participants. If necessary, GUIDE them to the following responses:
    - ❖ Your pulse is the throbbing of your arteries as your heart pumps blood through them.
    - ❖ Your pulse tells you how fast your heart is beating; pulse is also known as “heart rate.”
    - ❖ Your pulse can give you information about how hard your body is working.
  - ◆ How do you take your pulse?  
LISTEN to ideas from participants. If necessary, GUIDE them to the following response:
    - ❖ Take your pulse by putting your index and middle finger on the inside of your wrist, or on the side of your neck, and counting the number of beats per minute that you feel.
3. ASK participants to take the *Pulse Game* sheets out of their folders.

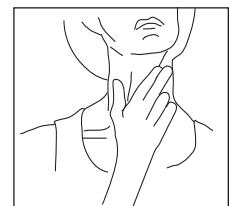
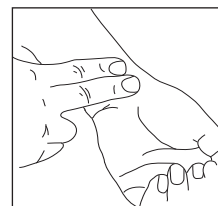


4. SAY:  
*Resting heart rate is the number of times a person’s heart is beating per minute when that person has not been moving or active. The resting heart rate is different from your exertion heart rate (also called the activity pulse rate), which is what we’ll take later. Let’s practice by taking our resting heart rate together.*

DEMONSTRATE for participants the way to take a pulse as you guide them through the steps.



- SAY:  
*Here’s how we’ll do it:*
- ◆ Sit down quietly and relax.
  - ◆ Put your index and middle finger on the inside of your wrist of your opposite hand, below the base of your thumb. Or place your fingers on the side of your neck, in the soft hollow area next to your windpipe. Now feel for your pulse.





- ◆ *Don't use your thumb to feel for your pulse because it has its own pulse.*
  - ◆ *I'm going to count 6 seconds on my watch/timer while you count your pulse rate.*
  - ◆ *When I say "Go," begin silently counting the number of beats you feel.*
  - ◆ *When I say "Stop," stop counting.*
  - ◆ *In the box under Step 1 on the Pulse Game sheet, write down the number of beats you counted during the 6 seconds.*
5. ASK if participants have found their pulse. HELP participants if necessary.
  6. TELL participants when it is time for them to begin counting their pulse. ALLOW 6 seconds to pass on your watch/timer. TELL participants to stop counting.
  7. ASK participants to write down the number of beats they counted during the 6 seconds in the Step 1 section of the *Pulse Game* sheet. ASK them to multiply that number by 10 (add a zero). EXPLAIN that the resulting number is their resting pulse rate.
  8. SHOW participants the large paper with the Levels of Intensity information written on it. TELL them to find their level of intensity and mark it on their paper in the far right column.

**A Note About the Levels of Intensity**

The ranges reflected on the levels of intensity are appropriate for most youth ages 11 to 13; however, they may vary depending on how physically fit a young person is. The body of a person who is very physically fit will not have to work as hard at the same activity as the body of a person who is not physically fit. For this reason, discourage comparisons of pulse rates and instead emphasize that this is an individual activity.



9. SAY:  
*The resting heart or pulse rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute. Between 60 and 100 is an average, and people change from day to day and throughout the day depending on what they are doing.*

*The pulse rates that each of you calculate today are specific to the particular setting you are in, and may be influenced by many factors, including the tempo of the music. Keep in mind that the heart rates you write down do not reflect your ability to do any physical activity.*

10. EXPLAIN to participants that they will now try out different kinds of physical activities in two separate groups. Each group will do a specific physical activity.

**11. SAY:**

*You are going to see how different activities and the way you do each of them affect your pulse rate. I will divide you into two groups and ask each group to do a different physical activity for 1 minute. After you finish doing the activity for 1 minute, you will immediately take your pulse.*

*I will keep time and will let you know when to start and stop the activity, and when to take your pulse rate. When you are done calculating your 6-second pulse, write it in the second column on the Pulse Game sheet, multiply it by 10, and write this number in the column—Beats Per Minute—on the table.*

*Then, you will determine the level of intensity you used for the activity. Two people can experience a different level of intensity when doing the same type of physical activity because the way you do an activity affects how hard your body is working.*

*After you finish the first activity, I will tell each group to do a new physical activity. You'll do a total of two activities for 1 minute each, and you'll calculate your pulse rate after each one.*

**12. DESCRIBE** the two activities. **ACT OUT** each physical activity so the participants are clear about what they should do.

- ◆ **Walking:** Participants should walk around the room for 1 minute. If space is limited, participants can also walk in place.
- ◆ **Pretending to jump rope:** Participants should find a comfortable spot to stand, pretend they are holding a jump rope, and jump for 1 minute. Even though they are only pretending to hold a jump rope, they should be sure to do as many real jumps as they can do for a full minute.

**13. DIVIDE** participants into two groups and tell the jump ropers to stand in front of their chairs. **STAND** in the front or middle of the room to count time for the participants and give directions.**14. PLAY** music from Segment #7: *Activities Fit To Be Tried* while the groups do their activities. **TURN OFF** the music after each physical activity while participants calculate their pulse rates.

- ◆ For the first minute, **TELL** Group 1 to walk and Group 2 to pretend jump rope. When there are 10 seconds left in the minute, **TELL** the walkers to walk towards their chairs.
- ◆ When participants finish the activity, **TELL** them to stand still and immediately take their pulse rates. **CALL OUT** start and stop times for participants to count their pulse rates (6 seconds).
- ◆ **REMIND** participants to record their pulse rate on their *Pulse Game* sheets.

- ◆ Next, TELL the groups to switch activities. Group 1 will now pretend to jump rope and Group 2 will walk. After 1 minute, ASK each person to take their pulse and record their pulse rates.

**15.** ASK all the participants to come back together to talk about what they've learned. ASK participants:

- ◆ What did you discover about the different physical activities?
- ◆ Do you think that the same activity could be moderate or vigorous depending on how you do it?

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

- ❖ The way you do an activity affects how hard it is; for example, if you walk slowly, your body might be working a little; but if you walk very quickly, your body will work harder.
- ❖ As the “Levels of Intensity” chart shows, the harder you are breathing, the more vigorous the workout.



**1**  
minute

### Closing the Activity

- 1.** CONGRATULATE participants on their great work and THANK them for participating. ASK whether they have any comments or questions.
- 2.** TELL participants that this concludes the discussion on physical activity and that next they will learn about the nutrition concepts in Media-Smart Youth.





# Exploring Nutrition

Full-Day  
TRAINING  
GUIDE



## Total Time

1 hour 15 minutes



## Activity Overview

This module examines the nutrition concepts in the curriculum and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants are also involved in an activity that highlights the importance of whole grains and demonstrates how a whole grain is refined.



## Activity Objective

- ◆ Discuss the nutrition concepts in the Media-Smart Youth program



## Materials Needed

- ❑ *All About Nutrition in Media-Smart Youth* worksheet
- ❑ A 8.5" x 11" sheet of paper for each of the following terms, written in black marker: ENDOSPERM, B VITAMINS, IRON, BRAN, GERM, FIBER, ANTIOXIDANTS, VITAMIN E
- ❑ A 8.5" x 11" sheet of paper for each of the following terms, written in red marker: IRON, B VITAMINS
- ❑ Large paper containing an enlarged sketch of a whole grain, based on the drawing on page F-12 of the *Full-Day Training Guide*
- ❑ *Scavenger Hunt Guide* sheets (one copy for each participant)
- ❑ Pencils/pens (one for each participant)
- ❑ Media-Smart Youth video/DVD and TV/VCR or DVD player
- ❑ Empty food packages (see box on next page for details)

ENDOSPERM

B VITAMINS  
thiamin, niacin,  
riboflavin,  
folic acid

IRON

BRAN

GERM

FIBER

ANTIOXIDANTS

VITAMIN E

**Provide each group with a set of the following food packages:**

**1. Breakfast Cereal**

- ◆ A box that contained a sweetened, corn- or rice-based cereal
  - ◆ A box that contained an unsweetened, wheat-based cereal
  - ◆ A box that contained a sweetened, corn- or rice-based cereal and includes the words, “Made with Whole Grains” on the packaging
- Note:** Only one box with the label, “Made with Whole Grains” is needed for the trainer’s demonstration.

**2. Bread**

- ◆ A bag from a loaf of whole-grain bread
- ◆ A bag from a loaf of white bread

**3. Milk and Milk Products**

- ◆ A small carton that contained 2% milk
- ◆ A small carton that contained fat-free milk
- ◆ A package that contained regular cheddar cheese
- ◆ A package that contained reduced-fat cheddar cheese



### Trainer’s Preparation

- Photocopy enough of the *All About Nutrition in Media-Smart Youth* to have one for each participant.
- Photocopy enough of the *Option 2 Scavenger Hunt Guide* sheets and include in participant folders.
- Draw a sketch of an enlarged whole grain on a large paper, based on the whole-grain diagram provided on page F-12 of the *Full-Day Training Guide*.
- If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #6: *Eat It Up!*
- Distribute a set of the empty food packages—cereal, bread, and milk and milk products—to every small group.

25  
minutes

## Introduction



### 1. SAY:

*In this session, we will identify the nutrition concepts described in the Media-Smart Youth program. You will learn some of the tools that the young people use to make better nutrition choices by participating in some of the same activities that they go through.*

*Media-Smart Youth is not a weight-loss program or a diet. Try to avoid terms such as “diet” because making healthy choices according to nutrition guidelines will help everyone get healthier, not just people who have to lose weight.*

*All foods eaten in moderation can be part of healthy diet, so do not use the phrase “junk” food. You should also stay away from “good food” or “bad food” descriptions of any particular food. There is never a food or food group that must be eliminated completely from anyone’s diet.*

*Due to the complexities of nutrition, it’s impossible to cover all aspects of a healthful diet in a program that focuses on other topic areas.*

*Because we can’t cover all topics in nutrition, the curriculum covers four basic nutrition content areas and encourages the young people to include more of these in their daily eating. Those are:*

- ◆ *Eating more fruits and vegetables*
- ◆ *Choosing whole grains*
- ◆ *Increasing foods and drinks that contain calcium*
- ◆ *Reducing snacks and drinks with fat and added sugar*

*A handout titled All About Nutrition in Media-Smart Youth is also included in your folders to provide more information on the curriculum’s nutrition concepts.*



### SAY:

#### **Eating More Fruits and Vegetables**

- ◆ *Fruits and vegetables are low-calorie snacks that fill you up and are rich in a variety of nutrients and dietary fiber.*
- ◆ *Young people should eat more fruits and vegetables and should eat a variety of different colored fruits and vegetables to get the nutrients that these foods offer.*



### Choosing Whole Grains

- ◆ *As often as possible, young people should choose foods made with whole grains instead of those made with refined grains.*
- ◆ *Whole grains are a great source of fiber and of nutrients, such as iron and B vitamins.*
- ◆ *Refined grains have been stripped of the bran and germ, the parts of the grain that contain most of the fiber and nutrients that grains offer.*
- ◆ *Young people learn to identify whole grains by reading key words on a food's ingredients list and by paying attention to the amount of fiber on the Nutrition Facts label. They also do an activity in which they learn how a whole grain becomes a refined grain.*

### Increasing Foods and Drinks that Contain Calcium

- ◆ *Getting enough calcium during the tween (ages 9 to 12 years) and teen years is very important for building strong bones and teeth.*
- ◆ *According to the U.S. Department of Agriculture, fat-free or low-fat milk, yogurt, and cheese are the best dietary sources of calcium.*
- ◆ *Because some milk products are high in fat, it is important to choose fat-free or low-fat versions of these products.*
- ◆ *For those who don't like or can't digest milk products, there are many sources of calcium that are not milk products. Foods that have naturally occurring calcium (such as dark-green leafy vegetables and beans) and foods that are fortified with calcium (such as some breakfast cereals and orange juice that have calcium added to them) are excellent sources of calcium.*
- ◆ *Young people learn to identify the amount of calcium in a product by learning to read the Nutrition Facts label.*

### Reducing Foods and Drinks with Fat and Added Sugar

- ◆ *Eating foods and drinks that are high in fat and added sugar can fill us up without offering important nutrients.*
- ◆ *It's important for youth to fulfill their hunger cravings while also giving their bodies essential nutrients and staying within their calorie needs.*
- ◆ *Foods that have natural sugars, such as fruit, have more nutrients than do foods that are high in added sugar, which is why natural-sugar foods are better for your health.*
- ◆ *Young people learn to identify foods that are high in fat and added sugar by learning to read the Nutrition Facts label and identifying "sugar" words in the ingredients list.*

8  
minutes

## Doing the Activity



### 1. SAY:

*In the rest of this session, you will:*

- ◆ *Practice reading a Nutrition Facts label with an eye for the important identification tool: “% DV” or percent daily value. This tool will help you identify amounts of calcium, fat, fiber, and other nutrients in the foods you choose.*
- ◆ *Identify key words in an ingredients list.*
- ◆ *Watch a video about making healthy snack choices.*
- ◆ *Demonstrate how a whole grain loses its nutrients during the refining process.*



### 2. SAY:

*Lesson 6 of the curriculum offers two options for Activity C—taking the youth on a grocery store field trip or bringing the grocery store to the youth. The Facilitator’s Guide includes two entirely separate lesson plans in the Lesson 6 tab for your convenience. Option 1, the grocery store trip, provides youth with a meaningful, hands-on shopping experience to help reinforce the lessons they are learning. For groups who cannot go on this field trip, Option 2 allows you to create a “virtual tour” for youth at your program site. Today we’ll be doing the version that you would do if you could not go to the store: Option 2.*



### 3. SAY:

*Now we’ll be looking at ingredient lists and Nutrition Facts labels of different food packages. The Nutrition Facts label is a tool that young people can use to identify:*

- ◆ *Serving size*
- ◆ *Amounts of:*
  - ❖ *Fat*
  - ❖ *Added sugar*
  - ❖ *Calcium*
  - ❖ *Fiber*
- ◆ *Whether a product is a whole grain*

*You’ll also look at how food manufacturers use product packaging to influence the foods that people buy.*



## Nutrition Facts Label and Ingredients List

### 1. ASK participants:

- ◆ What is a Nutrition Facts label?

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

- ❖ The Nutrition Facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein, and other nutrients. Nutrition information is based on a single serving size.

- ◆ What is a serving size?

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

- ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of cut-up fruit, or 8 ounces of milk.
- ❖ Nutrition recommendations use serving size as a way to help people know how much of different foods they should eat to get the nutrients they need.
- ❖ The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. Serving sizes on a Nutrition Facts label are not always the same as serving sizes in nutrition recommendations.

- ◆ What is % DV (percent daily value)?

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

- ❖ % DV is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food. This is an important identification tool for helping you use the Nutrition Facts label to make better nutrition choices.
- ❖ The “5–20” guide helps youth make sense of the % DV. For example, 5% DV or less is low. 20% DV or more is high. So if you want to choose foods that are lower in fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients, such as fiber, look for % DV that is closer to 20.
- ❖ The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar is in the food or drink.

### 2. DIVIDE participants into small groups.

3. EXPLAIN to participants that they should look for the *Scavenger Hunt Guide* sheets in their participant folders, and they will fill out the sheets using the packages at their tables.



4. SAY:

*You will have 5 minutes to complete each scavenger hunt. After 5 minutes, I will say “Stop—next scavenger hunt” and you will move to the next set of food packages. It’s okay if you don’t finish the sheet; we want to move quickly between food packages.*

5. START the scavenger hunt. TELL participants when they have 1 minute remaining for each of their scavenger hunts.

6. When all the groups have worked on all of the food packages, ASK everyone to return to the beginning of their *Scavenger Hunt Guide* sheets.

7. REVIEW the *Scavenger Hunt Guide* sheets out loud with the rest of the group.



SAY:

◆ *Let’s look at the breakfast cereal scavenger hunt.*

❖ *How much fiber does the sweetened cereal have? (Answer: 1 gram per  $\frac{3}{4}$  cup)*

❖ *How about the whole-grain cereal? (Answer: 6 grams per 1 cup)*

❖ *If you were looking at fiber, which would be a better choice? (Answer: Whole-grain cereal)*

◆ *Now let’s look at the bread scavenger hunt.*

❖ *How much fiber does the white bread have? (Answer: 0 grams per slice)*

❖ *How about the whole-wheat bread? (Answer: 3 grams per slice)*

❖ *If you were looking at fiber, which would be a better choice? (Answer: Whole-wheat bread)*

◆ *Finally let’s look at the milk and milk products scavenger hunt.*

❖ *How much fat did the 2% milk have? (Answer: 5 grams)*

❖ *How about the fat-free milk? (Answer: 0 grams)*

❖ *Which has more calcium? (Answer: Both have the same amount, 30% DV)*

❖ *If you were looking at getting less fat and more calcium, which would be a better choice? (Answer: Fat-free milk)*

8. SHOW the box for the cereal “made with whole grain.”



**SAY:**

*It's important to pay attention to the Nutrition Facts label even if there are cues on the packaging that tell you something about the nutrition content of a product. For example, some cereal companies advertise that all their cereals are made with whole grain. But "made with whole grain" doesn't mean that all of the grain is whole.*

**9. ASK** someone to read the fiber content of a serving of the cereal.



**10. SAY:**

*Just because a product packaging tells you one thing, the reality may be different, so you need to pay attention to the Nutrition Facts label.*

**11. ANSWER** any questions they may have.

**12. ASK:**

- ◆ Will someone share one thing they learned about reading the Nutrition Facts label?

**LISTEN** for responses. **ANSWER** any questions.



10  
minutes

## Whole-Grain Demonstration



**1. SAY:**

*At the beginning of this section, we briefly mentioned the difference between whole grains and refined grains.*

**2. SHOW** participants the picture of a whole grain on the large paper. **NOTE** that a whole grain contains all the parts of the grain—the bran, endosperm, and germ.

**3. EXPLAIN** that a “refined grain” is a whole grain that has gone through a milling process. In this process, the whole-grain kernels are cleaned and moistened. Then they are crushed between heavy rollers, which separate the bran and germ from the endosperm. The endosperm particles are ground some more and sifted to make white flour. **NOTE** that removing the bran and the germ also removes many of the nutrients in the grain. Most refined grains are enriched, which means that some of these nutrients are added back in, but refined grains still have fewer nutrients than the whole-grain form.



**4. TELL** participants that they will now do a demonstration that puts this explanation into action.

5. ASK for 11 volunteers to come to the open space in the room and help with the demonstration. The rest of the group should stand to the side and watch.
6. SAY:  
*You will now pretend to be a whole grain so that you can see how the milling process works. First, we'll be a whole grain and we'll just get cleaned, not refined, so we'll still be a whole grain at the end. Then we'll go through a milling process to be a refined grain.*
7. HAND OUT the prepared signs. Each participant should hold a sign indicating what part of the whole grain he or she is: FIBER, BRAN, ENDOSPERM, GERM, ANTIOXIDANTS, VITAMIN E, B VITAMINS, or IRON. ASK the participants to stand in a tight cluster together at one end of the space. EXPLAIN that, together, they are a whole grain. ASK the participant or participants holding the BRAN signs to stand at the outside of the cluster because they are the outer covering of the whole grain.
8. TELL participants that the milling process has begun. ASK the group to slowly shuffle toward the other end of the room. REMIND them to stay as close together as they can. When they get to the other end of the room, TELL them to stop. Ta-da! They are still a whole grain, ready to be made into bread, pasta, cereal, or other whole-grain products.
9. TELL participants to return to the place where they started (they do not have to stay in their cluster as they return to the starting place). EXPLAIN that they are now going to demonstrate what happens when a whole grain is milled into a refined grain.
10. ASK all participants but two (one holding the red IRON sign, and one holding the red B VITAMINS sign) to stand in a tight cluster together at one end of the space. EXPLAIN that, together, they are a whole grain. Each participant in the cluster holds a sign indicating what part of the whole grain they are: FIBER, BRAN, ENDOSPERM, GERM, ANTIOXIDANTS, VITAMIN E, B VITAMINS, or IRON. The two other participant stand about two-thirds of the way down the space. They are the nutrients added back during the refining process.
11. TELL participants that the milling process has begun. ASK the group to begin to shuffle toward the other end of the room. REMIND them to stay as close together as they can. When the group is about one-third of the way across the space, TELL the cluster to stop.
12. ASK the BRAN, GERM, FIBER, B VITAMINS, IRON, ANTIOXIDANTS, and VITAMIN E participants to leave the cluster and stand to the side. The one person remaining in the cluster (endosperm) continues on toward the

other end of the room. When the participant reaches the two participants holding the red B VITAMINS and IRON signs, TELL him/her to stop.

13. ASK the participant holding the B VITAMINS and IRON signs to join the ENDOSPERM person in a tight cluster. TELL the cluster to continue shuffling. When they get to the other end of the room, TELL them to stop. Ta-da! They are now an enriched refined grain ready to be made into bread, pasta, cereal, or other refined-grain products.
14. ASK participants to return to their seats. CONDUCT a quick debriefing, using the following questions:
  - ◆ What do you think about what happens to a whole grain during the milling process?
  - ◆ Has this demonstration changed your opinions about grain foods? If so, how?
15. TELL participants that the Whole-Grain Demonstration activity comes from Lesson 4 in the Media-Smart Youth curriculum.

10  
minutes

## Reducing Snacks and Drinks with Fat and Added Sugar



1. SAY:

*Now we will watch a video that focuses on reducing snacks and drinks with fat and added sugar.*



2. PLAY Segment #6: *Eat It Up!*

3. ASK the participants:

- ◆ What are some of the ways that you can reduce fat and added sugar in the foods you eat?

If necessary, GUIDE them to the following responses:

- ❖ Choose *alternatives* that are lower in fat or added sugar.
- ❖ Choose *smaller amounts* of foods that are high in fat or added sugar.
- ❖ Choose *less often* foods that are high in fat or added sugar.
- ◆ Which of these approaches for reducing fat and added sugar would you be most likely to try? Please give specific examples.

2  
minutes**Closing the Activity**

1. ASK:  
*Do you have any questions about the nutrition concepts discussed in Media-Smart Youth?*

ANSWER any questions.

2. CONGRATULATE participants on their great work in this session.



3. SAY:  
*Now it's time for an Action Break!*





**Action Break:**  
**The Human Knot**

# Action Break



## The Human Knot

 **Time: 10 minutes**

1. TELL participants that this *Action Break* comes from Lesson 9 in the curriculum.
  2. TELL participants to stand in a circle facing each other. HAVE participants form into groups of no fewer than five and no more than 10 people. If your group has more than 10, make two circles.
  3. TELL each person to reach out and grab the hands of two people across from them, not next to them. Participants must hold the hands of two different people.
  4. When everyone is holding two other people's hands, INSTRUCT participants to remain holding hands until the game is over. They must not break the "knot."
  5. 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.
6. When they are finished, ASK participants whether they think this was physical activity (yes). ASK if it was easy or hard to play this game.
  7. SAY:  
 *See...doing something fun helps make it easy to be physically active.*
- ENCOURAGE participants to try this activity with their family, friends, or sports teams.
8. SAY:  
*Many of the Action Breaks are designed to tie into the lessons, and help young people reflect on the learning objectives of the curriculum. For example: Lesson 9 taps into the initial stages of the Big Production planning process, which encourages teamwork and utilizes the skills of the entire group. Like the Big Production planning process, the Human Knot represents a connection of the whole group and requires team effort to successfully "untie the knot."*





# Exploring Media Production

Full-Day  
TRAINING  
GUIDE



## Total Time

1 hour and 10 minutes



## Activity Overview

In this module, participants learn the basics of media production and how it applies to the Media-Smart Youth program in terms of the *Mini-Productions*, which the youth do during each lesson, as well as the *Big Production*, a larger-scale media production that is the culminating project of the curriculum. Participants also take part in an adapted version of one of the *Mini-Production* activities to get a sense of how the youth get to use their creativity and learn about media throughout the program.



## Activity Objective

- ◆ Explore how media production skills are built throughout the Media-Smart Youth program



## Materials Needed

- Pencils/pens (enough for each participant)
- Omission Mission Script Starter* sheets
- Two small pieces of paper
- Masking tape
- Production Network* sheet (two copies)
- Rolls of streamers (or string or yarn) in different colors (the number of rolls should equal one-half of the number of participants)



## Trainer's Preparation

- Photocopy the *Omission Mission Script Starter* sheet (several copies for each group).
- On sheets of small paper, write “High in added sugar” on one half; on the other half, write “Fortified with 8 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 *Production Network* sheet. Keep one copy for yourself. Cut along the dotted lines so each role and each definition is on its own piece of paper. Divide the slips of paper into two separate piles—one for “definitions” and the other for “roles.” Mix up each pile.
- ❑ Arrange the room so that participants can easily toss rolls of streamers (or string or yarn) without obstructions.
- ❑ If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #11: *Big Production Montage*.

13  
minutes

## Introduction

1. TELL participants that in this session they'll explore the final content area of Media-Smart Youth—Media Production. The production component gives youth a chance to apply what they've learned about media, nutrition, and physical activity by creating media messages and products for their peers.
2. SHARE with participants that the program incorporates media production in two different ways—the first is through *Mini-Productions* and the second is through the *Big Production*. The 6 Media Questions, which they've already been introduced to, is the tool that youth use to help create and analyze media products.
3. SAY:  
*In this session, we will:*
  - ◆ Discuss the concept of “message.”
  - ◆ Create our own Mini-Production.
  - ◆ Review aspects of doing the Big Production and explore all the roles that youth can take on as part of media production.



### PART 1: Learning About Messages

1. SHARE that one of the most important concepts youth learn throughout the workshop and during these media production activities is “message.” Message is the foundation for them to be able to understand and apply the 6 Media Questions, for both understanding media and creating their own media products.



2. SAY:  
*As youth create their Big Productions, guiding them to think about and create specific versus general messages will be important.*

*This concept may be difficult for youth to grasp, but it's important for helping them think about their nutrition choices and physical activity behaviors. Here are some examples:*

- ◆ General message: “Eat Healthy” or “Be Active”
- ◆ Specific message: “Eat at least 5 fruits and vegetables each day” or “Walk at least 20 minutes every other day”

### PART 2: Creating a Mini-Production

1. SAY:  
*Let's look at the Mini-Productions in Media-Smart Youth.*
  - ◆ Mini-Productions are the final activity—Activity C—in each lesson.
  - ◆ You will guide youth in these Mini-Productions to create various media, such as skits, billboards, songs, ads, and news reports.





- ◆ *Page 3 in the Facilitator’s Guide shows all the different Mini-Productions included in Media-Smart Youth.*



2. SAY:

*We’re going to do a Mini-Production now to give you a chance to experience this kind of activity.*

3. ASK participants:

- ◆ Media Question #5 focuses on a concept called “omission.” What does omission mean?

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

- ❖ Ads are brief. 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 or gloss over a particular feature about a product that might not sound appealing to a target audience.



4. SAY:

*Now how about some examples of media products that leave out certain information? I’ll share one with you, and then you can give me one more example.*

**Note:** Trainer may pick one of the following and then GUIDE participants to other similar responses.

- ◆ 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 the 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 main 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 ad 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.
5. LISTEN to one example from the group. SAY:  
*That’s great. If others thought of different ideas, keep those in mind as we do this next activity.*



## 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 idea.*

*Now you are going to work in groups to create a radio ad for a product. You want **to persuade** your target audience to buy it, which means you need to decide what information to put into your ad and what information to leave out.*

2. TELL participants to find their *Omission Mission* sheets in their folder.



3. SAY:  
*The information you’ll need to create your ad is on this sheet and we’ll review it now:*
- ◆ *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 ad 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
- ❖ A fun, 3-D rectangle shape
- ❖ High in added sugar
- ❖ Fortified with 8 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 the one that 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.*

4. TELL participants that each group will have 15 minutes to develop an ad and to rehearse it. Then each group will present its ad to the other groups, who will try to guess what fact is missing.



5. SAY:

*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 ad, at the beginning and end of a radio or TV show, and in the small print at the bottom of a print ad.*

6. DIVIDE the participants into small groups of five to seven participants.
7. GIVE each group a folded piece of small paper. One half of the papers should say, "High in added sugar." The other half should say, "Fortified with 8 vitamins and minerals."
8. ASK the groups to begin work. TELL participants when they have 5 minutes and then 1 minute left. ASK one group to come to the front of the room and read its ad. ASK the other group to guess what important fact was missing.
9. After the first group's presentation, ASK the second group to present its ad and allow the first group to guess the missing fact.
10. ASK participants:
  - ◆ Does your ad tell the full story about the cereal?
  - ◆ Who is the audience?
  - ◆ How might knowing about the missing fact change someone's mind about wanting the product?
  - ◆ What techniques were used?
11. CONGRATULATE participants for their creative ideas and fun ads, and for doing a great job guessing the missing information. ASK whether participants have any comments or questions. ANSWER any questions.

10  
minutes

## The Big Production



### 1. SAY:

Now, let's look at the Big Production. You know that Media-Smart Youth incorporates media production in two different ways—the first is through Mini-Productions and the second is through the Big Production.

At the end of the workshop, young people will draw on everything they've learned and experienced in all the lessons and activities to create a Big Production:

- ◆ The purpose of the Big Production is to create a media product that motivates young people to take action for better nutrition or increased physical activity.
- ◆ The Mini-Productions will have helped youth learn useful skills for creating their Big Production.



### 2. SAY:

Next, let's watch Video Segment #11: Big Production Montage. This segment is shown to the youth in Lesson 9 and helps them get a feel for the types of things they can do as part of the Big Production.



### 3. SHOW Segment #11: Big Production Montage.



### 4. SAY:

Here are a few more ideas that are important to consider when thinking about the Big Production: enrolling a Media Partner, planning the Big Production, and Resources to help you.

If you forget any of what we talk about today, you can always go to the Introduction and Overview section of the Facilitator's Guide for more details.

### Enrolling Media Partner



### 5. SAY:

It would be great if you involved a Media Partner in your program. A Media Partner is an organization or individual who helps with the Media-Smart Youth project, by assisting with lessons, helping create the Big Production, lending equipment or facilities, and/or providing time or space for the Big Production to run. The partner could be a local journalist, member of the local public access station, an audio visual teacher, or other interested partner.

A Media Partner may be recruited to help just with the Big Production, or to participate in lessons leading up to the Big Production.

### Planning the Big Production



#### 6. SAY:

Youth choose what they'll do for the Big Production with you helping guide their selection. For example, if you have enrolled a local TV station as your Media Partner, you will guide youth in determining what type of video Big Production to create. It may be a music video, TV news broadcast, cooking show, or ad.

You decide the scope and schedule of the Big Production. The scope of the Big Production may vary depending on whether you have a Media Partner involved and the time and resources available. How many times you meet with your group to work on the Big Production is up to you. You may choose to schedule two additional sessions or six sessions. It is up to you and your group to decide.

### Resources



#### 7. SAY:

Video segments #12, #13, and #14: On the Air! Roll the Presses! found at the end of the video provide youth with a virtual field trip and behind-the-scenes look at video production, radio production, and newspaper production. You may choose to show these segments during Lesson 10 or during any of your Big Production sessions.

Appendix E and Appendix F will be useful to you in planning for and creating the Big Production.



20  
minutes

## The Role Game



#### 1. SAY:

Now let's play the Role Game. This activity will help you learn more about the many roles youth can play during the Big Production and highlights decisions that may need to be made during the process.

2. TELL the participants they will divide into groups to create a production network.
3. SELECT 28 participants from the group or any even number of participants if you have fewer than 28 in the group.
4. DIVIDE the participants into two groups with an equal number of people—Group A and Group B. Have Group A line up in a row on one side of the room while Group B lines up in a row along the opposite side of the room. The groups should stand about 10 feet apart. Each member of Group A should stand directly across from and face a member of Group B.

5. ASK for two volunteers to pass out the slips of paper. HAND OUT the “definitions” slips of paper to the Group A volunteer and the “roles” slips of paper to the Group B volunteer. TELL the volunteers to hand one slip to each participant in the group, and to keep one for themselves. ASK the volunteers to return to their places in line. ASK participants to read the slips of paper, but TELL them to keep what is written to themselves.
6. GIVE each participant in Group B a roll of streamer (or string or yarn).
7. EXPLAIN the Role Game:
  - ◆ The first person in Group A will read his or her definition out loud. Each member of Group B will listen to the definition to see if it fits the role listed on his or her slip of paper.
  - ◆ The person who has the role that matches the definition should yell out the name of the role, hold the loose end of their streamer, and then toss the streamer roll to the Group A member who read the definition. Both people should then hold onto ends of the streamer while all the other definitions are read and matched with the correct roles and all the other rolls of streamers are tossed.
  - ◆ If any of the participants realize that they matched the wrong definition to a role when they hear other definitions read during the game, they should fix it by tossing the roll end of the streamer to the person with the correct role.
  - ◆ At the end of the activity, the group will have created a production network of streamers and will have learned about all the possible roles one might play in a *Big Production*.
8. ALLOW participants 5 to 10 minutes to play the Role Game.
9. CLARIFY any definitions or roles as needed while participants play the game.
10. DEBRIEF with the group before they let go of their streamers.
11. ASK participants to share their thoughts on the overlapping streamers or strings and how this relates to media production. LISTEN to ideas from participants. If necessary, GUIDE them to the following types of responses:
  - ◆ Media production involves an intricate web or network of relationships and responsibilities.
  - ◆ Teamwork and cooperation are essential to production work.
12. SAY:  
*We’ve covered a lot of ground in regard to this last content area—Media Production. Do you have any questions?*  
  
ANSWER any questions.



2  
minutes

## Closing the Activity

1. CONGRATULATE participants for doing a great job getting into the production mode.



2. SAY:

*This activity highlights the fact that you'll need to make several decisions when planning and during the Big Production. One decision is to guide youth to take on certain roles. By this point in the program, the best roles for individual youth may already be evident to you and to the group. Some youth may be especially good at writing or drawing, while others may excel at directing or coordinating productions.*

3. TELL participants to encourage youth to capitalize on their strengths, but also to step outside their comfort zones and try something different.



4. SAY:

*Now it's time for a Snack Break!*

**Snack Break:**  
*Mix It Up!*



# Snack Break



## Mix It Up!

 **Time: 10 minutes**

**1. SAY:**



*As we said earlier in the Training Overview, the Snack Breaks are a great time to expose young people to new foods, encourage them to taste foods they haven't tried before, and to try them in a new environment. The Snack Breaks also reinforce the learning points they've discussed.*

**2. TELL** participants that this *Snack Break* is called “Mix It Up,” and it comes from Lesson 2 in the curriculum. It incorporates whole-grain foods—the cereal and the granola—and is easy to prepare ahead of time to have it on the go.

**3. Trainers** should demonstrate putting the snack together. **POUR** each ingredient into a container. **GIVE** each participant a sandwich bag. **INVITE** them to make their own trail mix by spooning into their bags any combination of ingredients they like.

**4. EXPLAIN** that trail mix is a great snack for youth on the go and that it's fun and easy to prepare several bags ahead of time at home so they can grab one as they leave their home.

**5. REMIND** participants that the recipe for the *Snack Break* is included on the *Take Home a New Idea!* handout that is included in their folders and that comes at the end of every lesson.

**Note:** None of the *Snack Breaks* in Media-Smart Youth use nuts because so many young people have nut allergies. For this reason, make sure to use cereals that do not contain nuts.





# Getting the Program Started

Full-Day  
TRAINING  
GUIDE



## Total Time

20 minutes



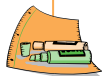
## Activity Overview

In this module, participants reflect on the facilitation style modeled by the trainers and discuss how this same style is used when facilitating the Media-Smart Youth program. In addition, participants receive hints and tips for successfully delivering the curriculum based on experiences of past facilitators.



## Activity Objective

- ◆ Learn the best methods for delivering the program
- ◆ Review resources that may be needed to implement the Media-Smart Youth program



## Materials Needed

- Large paper
- Markers
- Masking tape
- Easel (if available)



## Trainer's Preparation

- Set up an easel at the front of the room with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape large sheets of paper to the wall in a place where everyone can see them.

8  
minutes

## What Is the Media-Smart Youth Facilitation Style?



### 1. SAY:

*Now that you have experienced several activities from the Media-Smart Youth curriculum, let's take a few minutes to reflect on the facilitation approach used in Media-Smart Youth.*

### 2. ASK participants:

- ◆ What facilitation style did you observe and/or experience in the Media-Smart Youth sessions we've done today?

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

- ❖ Trainers modeled the behaviors they were teaching. For example, they ate the snacks, participated in the *Action Breaks*, and did not bring in outside snacks/drinks (such as soft drinks) to consume during the training.
- ❖ The course included participatory/interactive sessions, such as brainstorming and small and large group discussions and activities.
- ❖ Sessions incorporated different learning approaches including: auditory, visual, tactile, and kinesthetic.
- ❖ Open-ended questions created participant-led discussions.
- ❖ Skill-building activities enabled participants to “learn by doing.”
- ❖ The training created roles to keep participants engaged during the lesson.
- ❖ Contests/games enhanced interest and energy in the session.
- ❖ Diversity and culture were recognized and supported.
- ❖ Non-judgmental behavior was key to all activities.
- ❖ Respect for sensitive issues was maintained throughout all activities.

### 3. ASK:

- ◆ What suggestions do you have for facilitating this program with youth, based on your experiences in the sessions today, and your own broader facilitation experiences?

LISTEN to ideas from participants; WRITE their ideas on large sheets of paper in front of the room. DISCUSS ideas as needed.

### 4. THANK participants for their great ideas and insights about facilitating the program with young people. ACKNOWLEDGE the wealth of experience in the room, and ENCOURAGE group members to continue sharing strategies and ideas with each other when they facilitate Media-Smart Youth.



11

minutes

**Folder Review: Other Resources to Get Started**

1. TELL participants that their folders include handouts called *Tips for Facilitating the Media-Smart Youth Program* and *Ideas for Implementation*. HOLD UP the handouts for everyone to see.
2. TELL participants that the information in these handouts is based on feedback from past facilitators of the program and that the sheets offer helpful tips for delivering the curriculum. ENCOURAGE participants to review these handouts as they prepare for the workshop at their organizations.
3. POINT OUT other useful sheets in the folder, including a *Media-Smart Youth* fact sheet (if used) and a *Feedback Form* (if used), which can help you gain feedback about this training.
4. HOLD UP the *Some Things to Keep in Mind—Resources Checklist* also found in the folder. EXPLAIN that this checklist will help them plan for their workshops, including gathering supplies and materials, purchasing *Snack Break* items and supplies, and finalizing other important details, such as location, transportation, and equipment. NOTE that this checklist is also on page 28 of the *Facilitator's Guide*.
5. ASK participants to discuss the checklist items in small groups and to explore the following questions:
  - ◆ What items will you need to acquire in order to implement the program in your community?
  - ◆ What sources in your organization or community could you look to for support in getting the materials, supplies, and services?
6. ALLOW 5 minutes for participants to brainstorm and discuss their ideas. TELL participants when they have 1 minute left to finish their conversations.
7. DEBRIEF for 1 minute. INVITE participants to share some of their ideas with the larger group. ASK if anyone has any questions. ANSWER any questions.



1  
minute

## Closing the Activity

1. THANK participants for their good ideas.



2. SAY:

*You have terrific ideas for planning your program, and I know you will all be very successful! Remember that the handouts in your folder can help you get prepared.*





# Question/Answer and Wrap-Up

Full-Day  
TRAINING  
GUIDE



## Time

10 minutes



## Activity Overview

Participants will have an opportunity to ask additional questions.



## Activity Objective

- ◆ Answer outstanding questions and conclude the training

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1. REVIEW any questions that have been posted on the Parking Lot.



2. SAY:

*Thank you for allowing us to come to \_\_\_\_\_ today and meet everyone. We truly enjoyed telling you about Media-Smart Youth and hope that you will adopt it and begin offering it to your young people.*

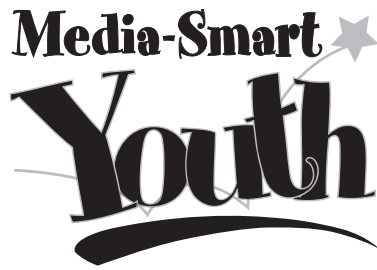
*Please take a look at the bottom of today's agenda. There you will find the Web address for Media-Smart Youth. The site includes downloadable sections of the Facilitator's Guide and other information about the program.*

*The packet, which includes the Facilitator's Guide, video/DVD, and 6 Media Questions poster may be ordered from NICHD's Information Resource Center, one copy per request, free of charge. You may also order multiple fact sheets. The link to order these materials is also available through the Web site.*

*Finally, I invite you to take a few minutes to complete the short Feedback Form included at the back of your folders and leave it at your place when you exit today. We look forward to hearing all of your feedback on today's training.*

*Thanks again, and thanks to \_\_\_\_\_ for arranging the training today.*





## PROGRAM INTRODUCTION AND FACILITATOR TRAINING

# Training Agenda

All designated lessons, activities, and video segments are from the *Media Smart Youth Facilitator's Guide*.

<b>Welcome and Introductions</b> .....	<b>50 minutes</b>
<b>Action Break</b> .....	<b>10 minutes</b>
◆ Lesson 4: <i>A Cool Wind Blows</i>	
<b>Overview of Structure &amp; Design</b> .....	<b>40 minutes</b>
<b>Snack Break</b> .....	<b>15 minutes</b>
◆ Lesson 10: <i>Dip It!</i>	
<b>Exploring Media</b> .....	<b>85 minutes</b>
◆ Lesson 2, Activity A: <i>What Are Media?</i>	
◆ Lesson 2, Activity B: <i>Media &amp; Health—What's the Connection?</i>	
◆ Video Segment #9 from Lesson 7, Activity A: <i>The Power of Advertising</i>	
◆ Lesson 3, Activity B: <i>The 6 Media Questions</i>	
◆ Video Segment #5 from Lesson 3, Activity B: <i>Sample Media</i>	
<b>Exploring Physical Activity</b> .....	<b>30 minutes</b>
◆ Lesson 5, Activity A: <i>What Is Physical Activity?</i>	
◆ Lesson 5, Activity B: <i>Activities Fit To Be Tried</i>	
◆ Video Segment #7 from Lesson 5, Activity B: <i>Activities Fit To Be Tried: Music Sequence</i>	
<b>Lunch</b> .....	<b>50 minutes</b>
<b>Exploring Nutrition</b> .....	<b>75 minutes</b>
◆ Lesson 6, Activity A, Option 2: <i>What's On the Label?</i>	
◆ Lesson 4, Activity A: <i>Hurray for Whole Grains!</i>	
◆ Video Segment #6 from Lesson 4, Activity B: <i>Eat It Up!</i>	
<b>Action Break</b> .....	<b>10 minutes</b>
◆ Lesson 9: <i>The Human Knot</i>	
<b>Exploring Media Production</b> .....	<b>70 minutes</b>
◆ Lesson 7, Activity C: <i>Mini-Production: Omission Mission</i>	
◆ Video Segment #11 from Lesson 9, Activity C: <i>Big Production Montage</i>	
◆ Lesson 10, Activity C: <i>The Role Game</i>	
<b>Snack Break</b> .....	<b>15 minutes</b>
◆ Lesson 2: <i>Mix It Up!</i>	
<b>Getting the Program Started</b> .....	<b>20 minutes</b>
◆ <i>Some Things to Keep in Mind—Resources Checklist</i> (page 28)	
◆ Training Handouts	
<b>Question/Answer and Wrap-Up</b> .....	<b>10 minutes</b>

# Media-Smart Youth

## Eat, Think, and Be Active!

**Through media awareness  
and media production,  
Media-Smart Youth  
motivates young people to  
think about nutrition and  
physical activity and helps  
them become aware of  
the connections between  
media and their health.**

### ★ What is the Media-Smart Youth program?

**Media-Smart Youth: Eat, Think, and Be Active!** is an interactive after-school education program that helps young people ages 11 to 13 understand the complex media world around them, and how it can influence their health—especially in regard to nutrition and physical activity. The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health within the U.S. Department of Health and Human Services, created **Media-Smart Youth** to empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity.

### ★ Why is Media-Smart Youth needed?

Every day, 11- to 14-year-old youth spend nearly 7 hours using media, including television, computers, and video games. They encounter a barrage of marketing and advertising messages.<sup>1</sup> In fact, over the last 3 decades, the number of television commercials children viewed rose from about 20,000 per year (in the 1970s) to more than 40,000 per year.<sup>2</sup> The majority of these advertisements are for food, primarily candy, cereal, and fast food.<sup>3</sup>

Health experts are calling for nationwide action to stem the rising rates of childhood overweight and obesity. According to a 2005 report from the Institute of Medicine, more than 15 percent of young people in the United States are obese, and many more are at risk for becoming overweight or obese.<sup>4</sup> Youth take in more calories than they need, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.<sup>5</sup> Nearly half of American youth ages 12 to 21 are not physically active on a regular basis.<sup>6</sup>

In response to these trends, congress asked four federal agencies within the U.S. Department of Health and Human Services to develop education programs that reinforce positive behaviors, such as being physically active and eating nutritious foods.



U.S. DEPARTMENT OF HEALTH  
AND HUMAN SERVICES  
NATIONAL INSTITUTES OF HEALTH  
Eunice Kennedy Shriver National  
Institute of Child Health and Human  
Development (NICHD)



August 2005  
NIH Pub. No. 05-5538B



## What do youth do in the Media-Smart Youth program?

Through 10 structured lessons and numerous helpful resources, young people become media savvy by doing fun, hands-on activities.

The curriculum focuses on four key areas:

- ◆ **Media awareness:** Using the 6 Media Questions, young people learn to analyze and recognize techniques that media use to get their attention, and to evaluate obvious and subtle media messages for accuracy and for consistency with their ideas about being healthy.
- ◆ **Media production:** Youth express what they learn by creating a *Mini-Production*, in which they develop their own media messages. The *Big Production*, the program's culminating project, enables youth to create media products that promote healthy nutrition and physical activity to their peers.
- ◆ **Nutrition:** A variety of activities encourage youth to choose fruits and vegetables, whole grains, and calcium-rich foods, and to reduce their consumption of fat and added sugar. Lessons also encourage youth to be thoughtful when choosing snacks and include a *Snack Break* when youth enjoy nutritious foods they may not have tried before.
- ◆ **Physical activity:** Participants learn the importance of daily physical activity in promoting health and develop strategies for becoming more active in their daily lives. Physical activity, they discover, is anything that gets their bodies moving, including walking the dog, dancing, or helping carry groceries. A 10-minute *Action Break* during each lesson engages youth in a fun physical activity.



Each Media-Smart Youth Kit includes:

- ◆ The **Facilitator's Guide**, outlining the 10-lesson after-school curriculum and the *Big Production*.
- ◆ A **poster** of the 6 Media Questions that youth learn to ask.
- ◆ A **video** and **DVD** with segments to supplement the lessons and provide an overview of the program for adult facilitators and youth participants.

### References

- <sup>1</sup> Roberts, D., & Foehr, U. (2004). Kids & media in America. United Kingdom: Cambridge University Press.
- <sup>2</sup> Henry J. Kaiser Family Foundation. (2004, February). The role of media in childhood obesity. (Publication 7030). Available at [www.kff.org](http://www.kff.org)
- <sup>3</sup> Ibid.
- <sup>4</sup> Institute of Medicine. (2005). Preventing childhood obesity: Health in the balance. (pp. 55-56). Washington, DC: The National Academies Press.
- <sup>5</sup> U.S. Department of Health and Human Services and U.S. Department of Agriculture. (2005). Dietary Guidelines for Americans. Available online at [www.health.gov/dietaryguidelines/dga2005/document/](http://www.health.gov/dietaryguidelines/dga2005/document/)
- <sup>6</sup> Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. (1996). Physical activity and health: A report of the Surgeon General. Available online at [www.cdc.gov/nccdphp/sgr/sgr.htm](http://www.cdc.gov/nccdphp/sgr/sgr.htm)
- <sup>7</sup> Mediascope. (2003). Media use in America. (Issue brief). Universal City, CA: Mediascope Press. Available at [www.mediascope.org/pubs/ibriefs/mua.htm](http://www.mediascope.org/pubs/ibriefs/mua.htm)

## ★ What are the program's goals?

**Media-Smart Youth** was designed to:

- ◆ Help 11- to 13-year old youth become aware of—and think critically about—media's role in influencing their nutrition and physical activity choices.
- ◆ Assist young people in building skills that help them make informed decisions about being physically active and eating nutritiously in daily life.
- ◆ Encourage young people to establish healthy habits that will last into adulthood

## ★ Why does the program focus on media?

Different forms of media (such as television or the Internet) are among the influences on young people's attitudes about many topics, including health. By exposing youth to messages about what, when, why, and how to eat, media present powerful, and sometimes confusing, models of health behaviors. Media also send both subtle and obvious messages about body image and prevailing societal attitudes. Additionally, most media provide passive entertainment, which often comes at the expense of physical activity. In fact, each hour of television children watch increases the probability that they will become obese by 2 percent.

Media education can counteract these effects by helping young people become critical, creative thinkers. **Media-Smart Youth** teaches young people to analyze, evaluate, and create media messages—knowledge that can help youth make smart and positive choices about nutrition and physical activity every day.

## ★ How was the program developed?

The NICHD developed the **Media-Smart Youth** curriculum and then conducted a rigorous review and testing of the concepts and materials. The initial program was implemented by youth-serving organizations across the nation. Facilitators and youth participants provided feedback, which was incorporated into the program materials.

**Media-Smart Youth** combines youth-development principles and practices with the most current research findings and general recommendations about nutrition and physical activity. The program is consistent with national learning standards, and the curriculum includes a chart that describes how the lessons and activities meet these standards.

## ★ How will the program be evaluated?

The NICHD is conducting a formal evaluation of the **Media-Smart Youth** curriculum designed to show whether, upon completion of the program, youth have gained: skills in analyzing media messages; knowledge of basic principles of healthful and nutritious foods, and awareness of healthful food choices in real-life settings; and knowledge of the importance of daily physical activity in promoting health, and new ideas for how to be more active in their daily lives.

## ★ How can I learn more about Media-Smart Youth?

For more information, or to order free copies of the **Media-Smart Youth** after-school program materials, contact:

**NICHD Information Resource Center**

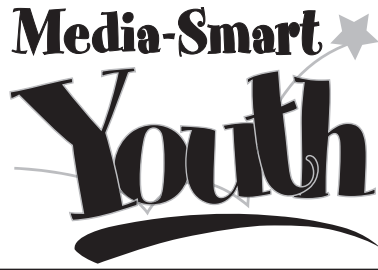
**Mail:** P.O. Box 3006, Rockville, MD 20847

**Phone:** 1-800-370-2943 (TTY: 1-888-320-6942)

**Fax:** (301) 984-1473

**E-mail:** [NICHDInformationResourceCenter@mail.nih.gov](mailto:NICHDInformationResourceCenter@mail.nih.gov)

**Internet:** <http://www.nichd.nih.gov>



# Free Materials Order Form

Item/Description	Quantity	Pub No
<b>Media-Smart Youth: Eat, Think, and Be Active! Program Packet</b> Includes everything you need to conduct the Media-Smart Youth after-school program: Facilitator's Guide, video/DVD, and poster.		0311
<b>Media-Smart Youth: Eat, Think, and Be Active! Fact Sheet</b> Provides background on the program, including goals, rationale, need, and description of how the program was developed and evaluated.		0300
<b>Media-Smart Youth: Eat, Think, and Be Active! Guide for Training Program Facilitators</b> Provides a full-day and half-day train-the-trainers guides with lessons and activities from the program.		0405

**Please provide the following information:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Organization: \_\_\_\_\_

E-mail (Optional): \_\_\_\_\_

Phone (Optional): \_\_\_\_\_

Where did you attend the Media-Smart Youth Training?: \_\_\_\_\_

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 To order copies, contact:

**NICHD Information Resource Center**

**Mail:** P.O. Box 3006, Rockville, MD 20847

**Phone:** 1-800-370-2943 (TTY: 1-888-320-6942)

**Fax:** (301) 984-1473

**E-mail:** NICHDInformationResourceCenter@mail.nih.gov

**Internet:** <http://www.nichd.nih.gov>

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**Visit the Media-Smart Youth Web site at**

**<http://www.nichd.nih.gov/msy>.**

**Thanks for your interest in Media-Smart Youth: Eat, Think, & Be Active!**

**Please tell us about  
your organization:**

**What is your type of organization?**

- School affiliated after-school program
- Non-school affiliated after-school program
- Girl Scouts
- Boy Scouts
- YMCA/YWCA
- Boys and Girls Club
- Faith-based organization
- Health center or hospital
- 4-H extension
- Parks and recreation department
- Other: \_\_\_\_\_

**Which of the following best describes the kinds of programs you offer to young people?**

- After-school care (activities or classes)
- After-school homework help
- Health education programs
- Faith-based programs

U.S. DEPARTMENT OF HEALTH  
AND HUMAN SERVICES  
NATIONAL INSTITUTES OF HEALTH  
Eunice Kennedy Shriver National Institute  
of Child Health and Human Development



# Ideas for Implementation

The following tips come from a diverse group of Media-Smart Youth facilitators, who wanted to share their suggestions for successfully implementing the program.

## Facilitation Style

- ✓ Show enthusiasm and a positive attitude when facilitating—the youth will follow your lead.
- ✓ Allow time for the youth to get to know each other and interact with you and with each other—team building will enhance their experience.
- ✓ Find a balance between structure and flexibility/fun for the youth. Youth have already been in a structured environment all day and will benefit from a change of pace after school. While the curriculum is filled with challenging content, it should be taught in a fun and interactive way.
- ✓ Get to know your participants and some interesting things about them—youth crave adult interaction in their lives and building these relationships will draw youth into the program.
- ✓ Focus on the strengths of each youth, even when some participants may act in a way that makes this challenging. Engage youth in the lessons by tapping into their unique strengths and interests.
- ✓ Make an effort to display the youths' *Mini-Production* projects in your after-school setting—youth are proud and motivated by seeing their work displayed publicly.

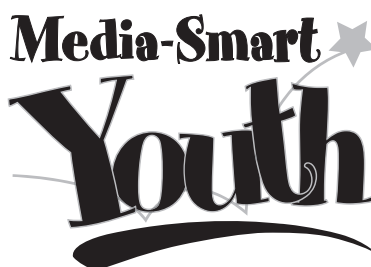
## Preparing for the Lessons

- ✓ Learn the content by reading the lesson over several times. Consider creating a small “cheat sheet” for yourself made up of key words to help you remember the major points and lesson flow.
- ✓ Practice facilitating in front of a mirror or with friends or family—it really helps to practice delivering the curriculum out loud.
- ✓ Be familiar enough with the scripts so that you can adapt and say all the main points in your own words.
- ✓ In lessons where the content is heavy, create large sheets of paper with an outline and information to post in the room to ensure to cover the key points.
- ✓ Be prepared to explain the meaning of words to youth in terms they can understand and relate to.
- ✓ Start organizing supplies for the lesson—including the snack and all materials—at least two days ahead of time.

- ✓ As you get to know the youth, incorporate the dynamics of the group into your preparation. For example, think of roles for youth as appropriate or adapt an activity to reflect the youths' specific interests.
- ✓ Consider teaming up with a Media Partner from the very beginning and having them co-facilitate throughout the program.

## Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kind of work. For example, define a regular space for the whole group to brainstorm together, a space for putting out the *Snack Break*, an area for doing the *Action Break*, and smaller areas of the room for dividing into small groups. This practice makes set up easier and helps familiarize youth with the lesson structure.
- ✓ Designate certain spaces on the wall for posting the same materials for each lesson, such as the 6 Media Questions poster or the Working Agreement. This predictability will make it easier for youth to find and learn the posted information.
- ✓ Begin setting up the room at least 30 minutes before the lesson will start, if possible.
- ✓ Set up all activities as much as possible so youth can move quickly from one to the other.
- ✓ Cover large sheets of paper that have directions about later activities until you need them, so youth will not be distracted.
- ✓ Set up the room in a format that promotes group work and creative brainstorming—such as putting chairs in a circle or sitting at round tables.
- ✓ Set up the snack before the lesson starts as much as possible.
- ✓ Set up the snack in the back of the room so youth won't be distracted by the food.



- ✓ Place a large sheet of paper with the lesson name and key words about what the youth will do by the door to welcome youth and introduce them to the lesson.
- ✓ Set aside space for blank sheets of large paper so you can access them easily if needed.

(This is a 2-page handout.)

# Ideas for Implementation

## Managing Time During the Lesson

- ✓ Each lesson is filled with new content and creative activities—be sure to keep an eye on time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interests. For example, some activities allow for more physical activity while others focus on being creative—your group may prefer to spend more time on one type of activity on a given day.
- ✓ Lessons 4 and 7 are quite content heavy—plan ahead for this by adding extra time to these two lessons if you can, or by adding a few more sessions to your entire program schedule and dividing Lessons 4 and/or 7 into two sessions.
- ✓ Build in extra days on your program schedule ahead of time, if you can, for padding. This type of cushion is helpful if there is bad weather and you miss a day, or if your group gets behind in a lesson. If you don't end up needing the extra time, you can use it for extra *Big Production* sessions.
- ✓ Use a kitchen timer to keep track of time during the lesson. Use a timer shaped like a fruit to reinforce healthy food choices!
- ✓ Anticipate ahead of time when you may need to reserve more time for your group to have deeper discussion about a topic, and also when questions may arise.
- ✓ Allow youth the time to express themselves and get into deeper discussions on the program topics, even if it means you will lose a little time for an activity—this dialogue among youth is important and creates productive energy and momentum in the lesson activities.

## Managing Group Dynamics

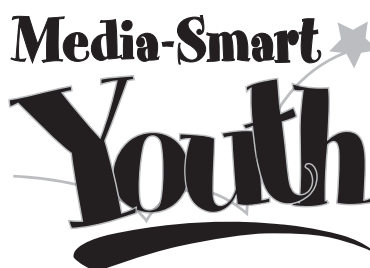
- ✓ Recognize the group dynamics and relationships that are already established in your group and also the strengths and challenges of these dynamics. Tailor the group work to build on the strengths of these dynamics.
- ✓ If “cliques” form among the youth, separate the groups to keep them from straying off topic and to promote new relationships and ideas.
- ✓ Group youth of similar ages as much as possible.
- ✓ If problems arise, remind youth of the Working Agreement that they created and agreed to in Lesson 1.
- ✓ Tailor discussions and activities to each specific group of youth to reflect the group's learning style, cultural diversity, interests, and personality.
- ✓ Keep discussions interactive and applicable to youths' lives.
- ✓ Create additional roles to engage youth who need some extra attention, such as helping to take notes on large paper or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit from feeling important to the group.
- ✓ Amend the group format for a particular activity to fit your group's dynamics as needed. For example, if it seems that breaking into small groups will not be productive, keep the whole group together for an activity. Or divide a large group into smaller groups to help the youth work together.
- ✓ Bring a video or still camera for youth to use to capture the *Mini-Productions*. (These are available at drug stores for a nominal cost.) Taping is a good job for some youth to share, can help bring out creativity in the group, and can help youth prepare for the *Big Production*. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at every opportunity.

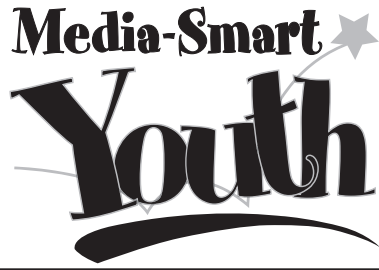


# Tips for Facilitating the Media-Smart Youth Program

*The following tips come from a diverse group of Media-Smart Youth facilitators, who wanted to share their suggestions for successfully facilitating the program.*

- ✓ **Give youth ownership** of the lesson content by inviting them to participate, share information, and brainstorm.
- ✓ **Ask open-ended questions** to create discussion, such as “What fruits do you like?” as opposed to “Do you like fruit?”
- ✓ **Affirm/validate youths’ ideas** during discussion to help them feel comfortable participating and taking risks.
- ✓ **Guide youth to the learning points** in the curriculum by asking questions and focusing the conversation to lead them to these points. Use opening phrases such as, “Tell me more about that...,” “I invite you to...” or “I encourage you to...” to guide youth through the activities.
- ✓ **Re-direct youth** back to the topic if necessary, while acknowledging that they are making interesting points.
- ✓ **Create a “Parking Lot”** to note off-topic ideas that youth are interested in discussing. Address these later during a break or after the session.
- ✓ **Show youth respect** through your tone, expression, and body language. Move around the room to connect with youth in various spaces in the room.
- ✓ **Create roles for youth**, such as notetaker, encourager, and presenter. This practice gives youth responsibility and also helps manage group dynamics.
- ✓ **Create additional roles or opportunities** to engage youth who need some extra attention, such as helping to take notes on large paper, set up a work station, or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit by feeling important to the facilitator.
- ✓ **Allow the youth to be the experts.** Make it clear to youth that they are experts on being youth and that their knowledge is the basis for the workshop and a great starting place to build on. An example of this concept is asking: “What is your favorite TV commercial?” From here, a meaningful discussion about TV commercials can unfold with some guidance from you.
- ✓ **Define your role as the facilitator.** For example: “My job is to guide you through the material in this lesson today.”
- ✓ **Manage the small group and large group activities** by dividing youth into various small groups throughout the workshop. This practice gives all the youth a chance to work with different people and build relationships.
- ✓ **Include contests and games** to add energy and help youth focus and manage time on a given task.
- ✓ **Adapt activities** to recognize and celebrate diversity and culture within your group.
- ✓ **Model the activities** for the youth, such as doing the *Action Break* or trying the snacks. Be thoughtful about other activities you engage in, such as drinking water as opposed to soft drinks, when youth are around.
- ✓ **Allow youth to have individual preferences** on these subject areas—ask them what they think, what they like, etc.
- ✓ **Model a nonjudgmental and respectful approach** to sensitive issues. All youth are different. Help youth feel comfortable with who they are by creating an atmosphere of respect and acceptance.
- ✓ **Be genuine** with youth—they know if you are being real with them and they need honest adults in their lives.





## PROGRAM INTRODUCTION AND FACILITATOR TRAINING

# Feedback Form

Please use this form to share your feedback about the training. Turn in your completed form at the end of the training. *Thank you!*

**1. How would you rate the training overall?** (Check one)

Excellent

Good

Fair

Poor

**2. Do you feel that this training—when coupled with your own review of the curriculum—prepared you for implementing the Media-Smart Youth program at your organization?** (Check one)

Yes

No. If no, what was missing?

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**3. What remaining questions do you have about implementing the program?**

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**4. How could the training be improved? Please be as specific as possible.**

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**5. If we were to offer this training again in the future, would you recommend it to a colleague?** (Check one)

Yes

No. If no, please explain:

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**6. Please share any other comments that you have about this training in the space below.**

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# TAKE HOME A NEW IDEA!

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

1. The next time you use media at home, try to figure out what went into the pre-production and post-production phases of that media product.
2. Tell a family member or friend about the 3 Ps of Production. Tell them about your *Big Production*, too.

## Take Home a New Snack: Dip it!

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

### What's In It?

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

### How to Put It Together

- Arrange the pita bread and tortilla triangles on paper plates.
- Put a spoonful of each dip on the plates.
- Try bread/tortilla and dip combinations you may not have had before.

**Bonus:** The pita bread and tortillas you are eating are whole-grain foods!



# **MEDIA DETECTIVE NOTEPAD**

## **6 QUESTIONS TO ASK WHEN USING MEDIA**

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

**1. WHO IS THE AUTHOR OR SPONSOR?**

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**2. WHO IS THE AUDIENCE?**

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**3. WHAT IS THE PURPOSE?**

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**4. WHAT IS THE MESSAGE?**

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**5. WHAT INFORMATION IS MISSING?**

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**6. WHAT TECHNIQUES ARE USED TO ATTRACT YOUR ATTENTION?**

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# All About Nutrition in Media-Smart Youth

- ▶ Making healthy choices will help everyone be healthier, not just people who want to lose weight.
- ▶ Media-Smart Youth is not a weight-loss program or a diet.
- ▶ All foods eaten in moderation can be part of healthy diet.
- ▶ Refrain from using the phrases “junk food” or “diet.”
- ▶ Media-Smart Youth includes four basic nutrition concepts to focus on in daily eating:
  - 1) Eating More Fruits and Vegetables, 2) Choosing Whole Grains, 3) Increasing Foods and Drinks that Contain Calcium, and 4) Reducing Snacks and Drinks with Fat and Added Sugar

## Eating More Fruits and Vegetables

**HOW?** Choose a variety of different colored fruits and vegetables, because the different colors mean they have different vitamins.

**WHY?** Fruits and vegetables are low in calorie and rich in nutrients and dietary fiber.

## Increasing Foods and Drinks that Contain Calcium

**HOW?** Choose low-fat or fat-free dairy products that are rich in calcium. Some foods have naturally occurring calcium (such as dark-green leafy vegetables and beans) and others have calcium added (such as some breakfast cereals and orange juice). Identify the amount of calcium in a product by looking at the Nutrition Facts label.

**WHY?** Getting enough calcium in the tween and teen years is important to build strong bones and teeth.

## Choosing Whole Grains

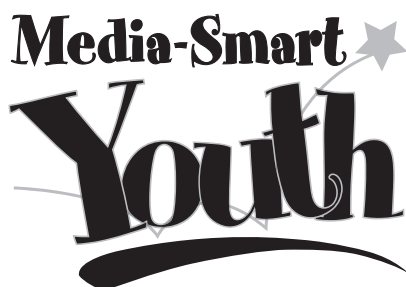
**HOW?** Identify whole grains by reading the key words on the ingredients list and by looking for the amount of fiber on the Nutrition Facts label.

**WHY?** Whole grains are a great source of fiber and important nutrients, such as iron and B vitamins. Refined grains have been stripped of the parts of the grain that contain most of the fiber and nutrients that grains offer.

## Reducing Snacks and Drinks with Fat and Added Sugar

**HOW?** Identify foods that are high in fat and added sugar by learning to read the Nutrition Facts label. Look for “sugar” words in the ingredients list, such as high fructose corn syrup or sucrose.

**WHY?** These foods can fill us up without offering important nutrients that our bodies need. These foods are often high in calories. Foods that have natural sugars, such as fruit, have more nutrients than do foods that are high in added sugar. This is what makes natural foods better choices.





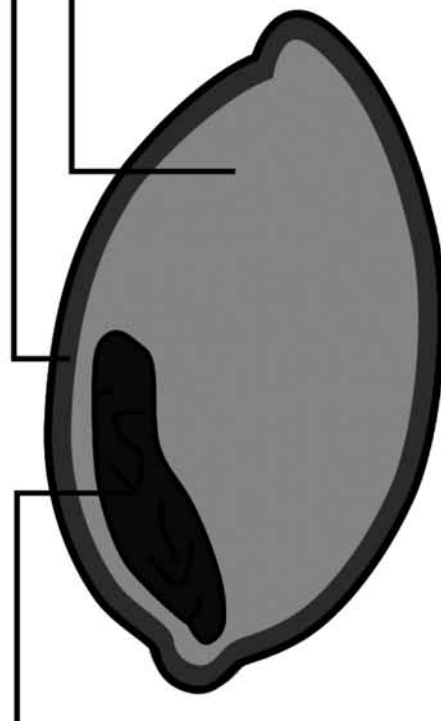
# Whole Grain Kernel

## Bran

**"Outer shell" protects seed**  
***Fiber, B vitamins, trace minerals***

## Endosperm

**Provides energy**  
***Carbohydrates, protein***



## Germ

**Nourishment for the seed**  
***Antioxidants, vitamin E, B vitamins***

Source: Center for Nutritional Policy and Promotion, U.S. Department of Agriculture (May 2002).  
*Get on the Grain Train*. Retrieved November 11, 2004, from  
[http://www.pueblo.gsa.gov/cic\\_text/food/grain/train.htm](http://www.pueblo.gsa.gov/cic_text/food/grain/train.htm).

# Facilitator's Guide to the Scavenger Hunt Option 2

## Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole Grain Oat Cereal

**Serving Size** →

**Total Fat** →

**Fiber** →

**Sugar** →

**Ingredients list  
for "whole  
grain" and  
"sugar" words** →

<b>Nutrition Facts</b>	
Serving Size 1 cup (30g) Servings Per Container About 14	
Amount Per Serving	
<b>Calories</b> 110	Calories from Fat 20
% DV*	
<b>Total Fat</b> 2g	<b>3%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	<b>0%</b>
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 210mg	<b>9%</b>
<b>Total Carbohydrate</b> 22g	<b>7%</b>
Dietary Fiber 3g	<b>11%</b>
Sugars 1g	
<b>Protein</b> 3g	
Vitamin A 10%	Vitamin C 10%
Calcium 10%	Iron 45%
*Percent Daily Values (DV) are based on a 2,000 calorie diet.	

**INGREDIENTS:** WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.



# Scavenger Hunt Guide: Breakfast Cereal Option 2

Today you're going on a scavenger hunt for information. Visit the breakfast cereal station and answer the questions below.

### Key things to look for in your search

- Whole grains
- Fiber
- Added sugar
- Packaging



### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

## Nutrition Information

Don't forget the "5–20" rule when looking at fiber content on Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists for the two cereals, and fill in the chart.

Whole Grains	Sweetened, corn- or rice-based cereal NAME: _____	Unsweetened, wheat-based cereal NAME: _____
1. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS: _____	GRAMS: _____
	% DV: _____	% DV: _____
2. How many different words for "whole grains" are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		

3. Which cereal has more "whole grain" words on the ingredient list?

\_\_\_\_\_

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber? \_\_\_\_\_

\_\_\_\_\_



Choose someone in your group to read this paragraph out loud:



Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened cereal:	Unsweetened cereal:
<p>5. There are many different ways to say "sugar." How many different "sugar" words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, and malted corn and barley syrup.</p>		
<p>6. How many grams of sugar are in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)</p>		

7. Which cereal has more "sugar" words on the ingredient list?

\_\_\_\_\_

8. Which cereal has fewer grams of sugar?

\_\_\_\_\_

### Packaging

9. What are some techniques that companies use to decorate cereal boxes?

\_\_\_\_\_

10. What clues help you figure out the main target audience for a particular brand of cereal?

\_\_\_\_\_

\_\_\_\_\_

**Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!**



# Scavenger Hunt Guide: Bread Option 2

Today you're going on a scavenger hunt for information. Visit the bread station and answer the questions below.

### Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging



## Nutrition Information

Don't forget the "5–20" rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means that the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Breads	White bread	Whole-grain bread
	BRAND NAME: _____	BRAND NAME: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS: _____	GRAMS: _____
	% DV: _____	% DV: _____

Choose someone in your group to read this paragraph out loud:



Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.

4. Which bread has more "whole grain" words on the ingredient list?

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5. Which bread has more "refined grain" words on the ingredient list?

---

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?

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7. What type of bread do you and other young people you know usually eat?

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8. Think of and write down one sandwich idea that uses whole-grain bread.

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**Congratulations! You have finished the Bread Scavenger Hunt!**



# Scavenger Hunt Guide: Milk and Milk Products Option 2

Today you're going on a scavenger hunt for information. Visit the milk and milk products station and answer the questions below.

### Key things to look for in your

search

- Low-fat or fat-free milk products
- Calcium

### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:  
1 gram is about the weight of a paper clip and 1,000 mg = 1g.

## Nutrition Information

Choose someone in your group to read this paragraph out loud:



People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

Don't forget the "5–20" rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Milk Products	2% Milk	Fat-free milk	Regular cheddar cheese	Low-fat cheddar cheese
1. What are the total fat grams per serving?				
2. What is the percent daily value (% DV) of fat per serving?				







# The Pulse Game



## Step 1. Resting Pulse

To figure out your resting pulse rate:

- Sit down and relax.
- Count the number of beats in your pulse for 6 seconds.
- Then multiply by 10 to get your 1-minute pulse.
- Then, figure out the level of intensity you used to do this activity.

A resting heart rate for youth older than age 10 and adults is usually between 60 to 100 pulse beats per minute.

Activity	Number of Heart Beats In 6 Seconds		Beats Per Minute	*Level of Intensity
<b>Resting pulse</b>		x 10 =		
* See table below for list of different levels				

## Step 2. Activity Pulse Game

To figure out your pulse rate for each activity, take your pulse after you do the activity and count the number of beats for 6 seconds. Then multiply by 10 to get your 1-minute pulse rate.

Activity	Number of Heart Beats In 6 Seconds	Multiply by 10	Beats Per Minute (1-minute Pulse Rate)	*Level of Intensity
Walking		x 10	=	
Sit-ups/knee-lifts		x 10	=	
Running (in place)		x 10	=	
Jump rope (pretend)		x 10	=	

### \*Levels of Intensity

- Low Intensity: fewer than 120 beats per minute
- Moderate Intensity: between 120 and 150 beats per minute
- Vigorous Intensity: more than 150 beats per minute



# TAKE HOME A NEW IDEA!

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

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

## Take Home a New Snack: Mix It Up!

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

### What's In It?

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

### How to Put It Together

- Pour each ingredient onto a separate plate.
- Get a sandwich bag.
- Make your own trail mix by spooning into your bag any combination of ingredients you like.

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

**Bonus:** The cereal and the granola in the snack mix are whole-grain foods!

# 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.

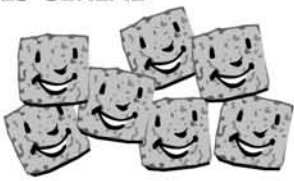
Group members' names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



# ROLE GAME

Directions: Photocopy this sheet and cut along the dotted lines so that each role and each definition is on a separate slip of paper. Divide the slips of paper into two piles—one for “roles” and the other for “definitions.” During the activity, you will divide the youth into two groups and give one group the roles and the other the definitions.

Producer	This person oversees the entire production project and makes sure everyone is doing his or her job as planned.
Director	This person directs actors, actresses, and the technical crew and supervises rehearsals and performances.
Editor	This person reviews, edits, and completes the script or puts together video and audio footage.
Talent	This person performs a role in the production.
Scriptwriter	This person writes the words that the talent or narrator speaks during a production.
Cameraperson	This person is in charge of recording performances for a video production.
Grip	This person is an assistant to the cameraperson and handles cords, lights, and microphones.
Music Director	This person composes, performs, or selects music to be used in the production.
Art Director	This person decides how a print production will look and supervises the designers who create it.
Reporter	This person interviews people to create stories about a particular issue or event.
Set/Prop Designer	This person decides how the scenery in the production should look and what types of props (objects such as a coffee cup, book, etc.) are needed.
Set Builder	This person builds the scenery.
Graphic Designer	This person designs pages for either print or online production projects.
Emcee	This person hosts a live event.

# Some Things to Keep in Mind

## Resources Checklist

Conducting the Media-Smart Youth workshop requires several types of resources. Before you begin the program, keep in mind the items that will be needed for lessons and activities. Brainstorm where and how you can get them. Not all items will need to be purchased. Think about those that could be donated, volunteered, or obtained at a discount.

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
<b>MATERIALS/SUPPLIES</b>	
<b>Creative supplies</b> —Several <i>Mini Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative supplies.	
<b>Paper supplies</b> —Large and small format paper, poster board, white and colored paper, construction paper, and posting notes are used throughout the workshop. Name tags and pocket folders for each participant are also required.	
<b>Photocopies</b> —Each lesson requires the production of worksheets and take-home papers. Throughout the course of the workshop, numerous photocopies will be required.	
<b>Media samples</b> —Certain activities require the facilitator to provide teen/youth magazines or other print publications and other items such as CODs, print ads, posters, and segments of popular TV shows, movies, or radio programs.	
<b>Watch/timer</b> —A watch, stopwatch, or timer may be used to keep track of time required for each activity.	
<b>Other specific materials</b> —Clipboards (or hard, flat writing surfaces), a container or ballot box, and a bandana are also needed for select activities.	
<b>TV/VCR or DVD player</b> —If using the Media-Smart Youth video/DVD, a TV and player will be needed.	
<b>Camera and recorders</b> —Several pieces of media equipment may be used for <i>Mini Productions</i> and other activities, including a video camera and blank tapes, disposable camera, or audio tape recorder and blank tapes. (optional)	
<b>Optional activity supplies</b> —White t-shirts are required for an optional activity in Lesson 10 and prize incentives may be used for the <i>Lesson 6: Visiting a Grocery Store Scavenger Hunt</i> .	
<b>FOOD</b>	
<b>Snack ingredients</b> —Each lesson includes a <i>Snack Break</i> and will require enough snacks for the number of youth participating in the workshop.	
<b>Snack supplies</b> —To make and serve the snacks, a variety of paper plates, bowls, cups, plastic utensils, serving spoons, toothpicks, napkins, sandwich bags, and kitchen equipment may be needed.	
<b>OTHER NECESSITIES</b>	
<b>Venue/location</b> —A venue or location for workshop meetings may need to be secured if your group doesn't already have a regular meeting spot.	
<b>Transportation</b> —Transportation of youth participants to and from the workshop location may be offered or necessitated.	
<b>Media partner</b> —The workshop may be conducted with the assistance of a media partner. See p. 13 of the Introduction for more information regarding how to engage a media partner.	
<b>Media production equipment</b> —Depending on the scope of the <i>Big Production</i> , media production equipment may be needed. See Appendix E to learn about the types of equipment involved in producing media.	

This handout is taken directly from the *Media-Smart Youth Facilitator's Guide*.

# Half-Day Training



# Half-Day Training Preparation

You should begin preparation for the Media-Smart Youth training well before your training day to ensure adequate time for obtaining supplies and materials. Whenever feasible, you should view the training room layout to designate space for *Snack Breaks*, *Action Breaks*, and other training activities (as noted in the *Training Overview*, page 3). You should also practice and become familiar with the training scripts prior to your training day to help make interaction run smoothly and enhance the Media-Smart Youth training.

This section of the *Media-Smart Youth Training Guide* provides a comprehensive list of the required preparation and materials for the half-day training. This preparation section is unique to the half-day training and varies slightly from the preparation for the full-day training. Review the *Training Overview* for an overview of each of the trainings. For more detailed instructions, please see the “Trainer’s Preparation” section at the beginning of each training module.

In this section, you will find the following information to help you plan for and conduct the half-day training:

- General supply list
- Grocery list for the *Snack Break*
- Large papers and small papers needed for training activities
- Media-Smart Youth video/DVD and slide presentation CD-ROM
- Handouts for participant folders

## General Supply List

- 1 copy of *Media-Smart Youth: Eat, Think, and Be Active! Facilitator’s Guide* for each participant or each table
- 2-inch binder(s) (optional, but strongly recommended) or metal rings to hold guide together
- 6 Media Questions Poster (included in *Media-Smart Youth Program Packet*)
- Media-Smart Youth video/DVD (included in *Media-Smart Youth Program Packet*)
- Media-Smart Youth slide presentation CD-ROM (included in *Training Packet*)



- TV/VCR or DVD player (optional, but strongly recommended)
- Laptop with Adobe® Reader® viewing capabilities (Adobe® Reader® software can be downloaded from the NICHD's Web site at <http://www.nichd.nih.gov/publications/pubs.cfm>); projector/screen (optional, but strongly recommended)
- Name tags
- Pens
- Sheets of large paper or flip chart
- Easel
- Markers (enough for all small groups)
- Masking tape
- Index cards/sheets of small paper
- 1 example of media (make sure that this example reflects the cultural identity of the group and can also be photocopied) from the following options:
  - ◆ Cover of a popular CD
  - ◆ Print ad
  - ◆ Poster
- Empty food packages; see “Trainer’s Preparation” section at the beginning of the *Exploring Nutrition* module (page 122) for specific instructions

## Grocery List for *Snack Break*

### Snack Break: *Mix It Up!*

- Whole-grain breakfast cereal, such as whole-wheat flakes or unsweetened shredded-wheat cereal (*estimate 1 large box for 15 to 20 participants*)
- Low-fat granola (*estimate 2 boxes for 15 to 20 participants*)
- Sunflower seeds or pumpkin seeds (*estimate 3 jars for 15 to 20 participants*)
- Raisins (*estimate 1 large canister and 1 medium bag for 15 to 20 participants*)
- Other dried fruits such as apples or apricots (*estimate 2 bags for 15 participants*)
- Plastic sandwich bags (*estimate 1 for each participant*)
- Disposable containers (*estimate enough containers in which to place each food ingredient individually*)
- Plastic spoons and forks (*estimate enough for serving*)
- Antibacterial wipes or gel (*estimate enough for entire group*)
- Napkins (*estimate 1 for each participant*)

## Large Paper and Small Paper for Training Activities

**A Note to Trainers:** Please review the “Trainer’s Preparation” at the beginning of each module for instructions on how to prepare large and small papers specific to the activities in that module; large and small paper quantities are determined by group size.

### Welcome and Introduction

Prepare the following on sheets of large paper to post in the training room:

- ◆ Agenda (see page 98 for content)
- ◆ Parking Lot (heading only)
- ◆ *(Optional. If binders are provided, do not prepare this paper)*  
Welcome! Please assemble your program materials:
  1. Unwrap your materials.
  2. Insert tabs.
  3. Insert ring.
- ◆ What is your favorite...
  - ❖ TV show?
  - ❖ Magazine?
  - ❖ Food?
  - ❖ Physical activity?

### Exploring Media

Prepare the following on sheets of small paper:

- ◆ Write the heading “Types of Media” (number of sheets determined by number of groups).

### Exploring Physical Activity

Prepare the following on sheets of large paper to post in the training room:

- ◆ Physical Activity Recommendations for Young People  
Health Experts recommend that young people should:
  - ❖ Be physically active for at least 60 minutes on most, if not all, days of the week.
  - ❖ Try to do a variety of activities.
  - ❖ Find enjoyable activities so they become a fun part of everyday life.
- ◆ Top 5 It’s Hard To Believe, But It’s Physical Activity (number of sheets of large papers determined by number of groups)

### Exploring Nutrition

Prepare the following:

- ◆ 1 large sheet of paper for drawing the whole-grain diagram from Lesson 4 and also found on page H-11
- ◆ 11 8.5" x 11" sheets of paper to write the nutrients in a whole grain

### Exploring Media Production

Prepare the following:

- ◆ Index cards or small sheets of paper for the *Omission Mission* activity (number of index cards determined by number of groups)



## Video/DVD Segments and Slide Presentations

### Welcome and Introduction

This module uses the following:

- ◆ Video/DVD Segment #3: *What Is Media-Smart Youth?*
- ◆ 📄 Slide Presentation: *Welcome and Introductions*

### Overview of Media-Smart Youth

This module uses the following:

- ◆ 📄 Slide Presentation: *Overview of Media-Smart Youth*

### Exploring Media

This module uses the following:

- ◆ Video/DVD Segment #9: *The Power of Advertising*

### Exploring Nutrition

This module uses the following:

- ◆ Video/DVD Segment #6: *Eat It Up!*

### Exploring Physical Activity

This module uses the following:

- ◆ Video/DVD Segment #7: *Activities Fit To Be Tried: Music Sequence*

### Exploring Media Production

This module uses the following:

- ◆ Video/DVD Segment #11: *Big Production Montage*



## Handouts for Participant Folders

These handouts are available at the end of this section. Add handouts to folders in the order shown below.

### Left Pocket (front to back)

1. Agenda
2. *Media-Smart Youth* fact sheet
3. *Media-Smart Youth* materials order form
4. *Ideas for Implementation* handout
5. *Tips for Facilitating Media-Smart Youth* handout
6. Feedback Form

### Right Pocket (front to back)

1. *Media Detective Notepad* sheet
2. *All About Nutrition* handout
3. *Whole Grain Kernel* diagram
4. *Nutrition Scavenger Hunt* sheets
5. *The Pulse Game* sheet
6. *Take Home a New Idea: Mix It Up!* handout
7. *Omission Mission* sheet
8. *Some Things to Keep in Mind—Resources Checklist*



## PROGRAM INTRODUCTION AND FACILITATOR TRAINING

# Training Agenda

All designated lessons, activities, and video segments are from the *Media-Smart Youth Facilitator's Guide*.

<b>Welcome and Introductions</b> .....	<b>15 minutes</b>
<b>Overview of Structure &amp; Design</b> .....	<b>10 minutes</b>
<b>Exploring Media</b> .....	<b>30 minutes</b>
◆ Lesson 2, Activity A: <i>What Are Media?</i>	
◆ Lesson 2, Activity B: <i>Media &amp; Health—What's the Connection?</i>	
◆ Video Segment #9 from Lesson 7, Activity A: <i>The Power of Advertising</i>	
◆ Lesson 3, Activity B: <i>The 6 Media Questions</i>	
<b>Action Break</b> .....	<b>10 minutes</b>
◆ Lesson 4: <i>A Cool Wind Blows</i>	
<b>Exploring Nutrition</b> .....	<b>30 minutes</b>
◆ Lesson 6, Activity A, Option 2: <i>What's On the Label?</i>	
◆ Lesson 4, Activity A: <i>Hurray for Whole Grains!</i>	
◆ Video Segment #6 from Lesson 4, Activity B: <i>Eat It Up!</i>	
<b>Exploring Physical Activity</b> .....	<b>20 minutes</b>
◆ Lesson 5, Activity A: <i>What Is Physical Activity?</i>	
◆ Lesson 5, Activity B: <i>Activities Fit To Be Tried</i>	
◆ Video Segment #7 from Lesson 5, Activity B: <i>Activities Fit To Be Tried: Music Sequence</i>	
<b>Snack Break</b> .....	<b>10 minutes</b>
◆ Lesson 2: <i>Mix It Up!</i>	
<b>Exploring Media Production</b> .....	<b>30 minutes</b>
◆ Lesson 7, Activity C: <i>Mini-Production: Omission Mission</i>	
◆ Video Segment #11 from Lesson 9, Activity C: <i>Big Production Montage</i>	
<b>Getting the Program Started</b> .....	<b>15 minutes</b>
◆ <i>Some Things to Keep in Mind—Resources Checklist</i> (page 28)	
◆ Training Handouts	
<b>Question/Answer and Wrap-Up</b> .....	<b>10 minutes</b>



# Welcome and Introductions



## Total Time

15 minutes



## Activity Overview

This module gives participants a chance to get to know each other, provides background about the creation of the program, and introduces the major concepts within the curriculum.



## Activity Objectives

- ◆ Welcome and introduce trainers and participants
- ◆ Discuss an overview and objectives of the program



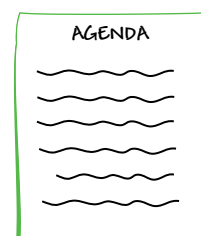
## Materials Needed

- ❑ Large paper, markers, masking tape, easel (if available)
- ❑ TV/VCR or DVD player and Media-Smart Youth video/DVD
- ❑ Slide presentation CD-ROM, computer with Adobe® Reader® viewing capabilities, and projector/screen (Adobe® Reader® software can be downloaded from the NICHD's Web site at <http://www.nichd.nih.gov/publications/pubs.cfm>)
- ❑ CD with fun music suitable for 11- to 13-year-olds and a music player



## Trainer's Preparation

- ❑ In the front of the room, set up an easel with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape sheets of large paper to the wall in a place where everyone can see them.
- ❑ Write the agenda on a sheet of large paper and post it on a wall (see page 98 for content).
- ❑ Write "Parking Lot" at the top of a sheet of large paper and post it next to the agenda.



- (Optional: Do this step if binders are not provided or assembled.)  
Write on piece of large paper the following then post it with agenda on wall:

“Welcome. Please assemble your materials.

1. Unwrap
2. Insert tabs
3. Insert ring”

- Write the following questions on a sheet of large paper and place covered on wall near front of the room: (Keep this sheet covered until it is needed.)

“What is your favorite . . .

- ❖ TV show?
- ❖ Magazine?
- ❖ Food?
- ❖ Physical activity?”

- If you are using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #3: *What Is Media-Smart Youth?*
- Set up the computer and slide presentation so it is ready to play the *Welcome and Introductions* slideshow.
- Play music for participants to enjoy as they enter.

WELCOME.  
PLEASE  
ASSEMBLE  
YOUR MATERIALS  
1. UNWRAP  
2. INSERT TABS  
3. INSERT RING

WHAT IS YOUR  
FAVORITE . . .  
— TV SHOW?  
— MAGAZINE?  
— FOOD?  
— PHYSICAL  
ACTIVITY?



## Welcome and Introductions: Part 1



1. WELCOME participants:
  - ◆ INTRODUCE training staff and your organization.
  - ◆ SAY:

*We're so glad you're here and thrilled that you are interested in learning more about Media-Smart Youth: Eat, Think, and Be Active!*

*Media-Smart Youth is an after-school program that empowers young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. It is designed to teach young people about the complex media world around them, and how it can affect their health.*

*Media-Smart Youth was developed by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health (NIH), within the U.S. Department of Health and Human Services.*

*The NIH is the primary federal agency for conducting and supporting medical and behavioral research. The NICHD, one of 27 Institutes at the NIH, conducts and supports research on all stages of human development, from preconception to adulthood, to better understand the health of children, adults, families, and communities.*



2. SAY:
 

*Now I'd like to review the agenda for today and then have us get to know one another before we talk more about the program.*

3. CONDUCT a quick review of agenda (as posted on wall).

4. POINT OUT the "Parking Lot."



SAY:  
*We may not always have time to take questions as we go through the training. So, if something comes up, feel free to get up and put it on the Parking Lot to discuss later in the training.*

5. ASK participants to put their cell phones on "silent."



6. SAY:
 

*Let's begin by introducing ourselves to others at our tables so we can get to know each other a little better.*

7. ASK each person to introduce him or herself to the group by sharing his/her first name.



8. SAY:  
*Now that you know each other's names, I have a few questions for you.*
9. UNCOVER large paper with questions posted on wall and read each question. ASK participants to think about each question.
  - ◆ What is your favorite TV show(s)?
  - ◆ What is your favorite magazine(s)?
  - ◆ What is your favorite food(s)?
  - ◆ What is your favorite physical activity, such as walking, playing a sport, or anything that gets your body moving?
10. ALLOW a few minutes for participants to share the answer to one of the questions with others at their tables.
11. REVIEW each question and ASK for a few answers to each question from around the room. ALLOW only a few answers before moving on to the next question. Note: Encourage participants to say their names and stand up when they offer responses.
12. THANK participants for sharing. TELL them that they've just been discussing the **key content areas for the program—media, food, and physical activity**—common issues in all of our lives.



## Welcome and Introductions: Part 2



1. SAY:  
*As I said earlier, the NICHD, a federal government agency, developed Media-Smart Youth. So, why did the federal government develop this program? To address three main concerns:*

**A. We are surrounded by media, and media can influence our lifestyles and habits in many ways.**

**A Note to Trainers:** You may choose to share one or all of the following statistics, as time allows, to further describe the concern.

- ◆ *Every day, young people spend multiple hours using or being exposed to media.*
- ◆ *Young people encounter a barrage of marketing and advertising messages.*
- ◆ *Over the last three decades, the number of television commercials children viewed increased from about 20,000 per year to more than 40,000 per year.*
- ◆ *The majority of these ads are for food—primarily candy, sugared cereal, and fast food.*

**B. During the past 20 years, some young people and adults in our society have begun to eat too much. The choices we make about food can affect our health now and in the future.**

**A Note to Trainers:** You may choose to share one or all of the following statistics as time allows to further describe the concern.

- ◆ More than 15 percent of young people in the United States are obese and many more are at risk for becoming overweight or obese.
- ◆ Youth take in more calories than they need overall, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.

**C. We don't spend enough time doing physical activities that get our bodies moving and our hearts pumping.**

- ◆ Nearly one-half of American youth ages 12 to 21 are not physically active on a regular basis.



**2. SAY:**

What's Media-Smart Youth really all about? (BEGIN slide presentation, ✓ slides 1 and 2.)

- ◆ It's about youth (✓ slide 3), media (✓ slide 4), nutrition (✓ slide 5), and physical activity (✓ slide 6).
- ◆ It's about young people becoming more critical, creative thinkers (✓ slide 7).
- ◆ It's about helping youth understand more about media so that they can use it to make the best choices (✓ slide 8).
- ◆ It's about helping young people feel comfortable with their own sizes, shapes, and physical abilities (✓ slide 9).
- ◆ This program is NOT about weight control or dieting or forcing anyone to do sports (✓ slide 10).
- ◆ It's about science. The program has been rigorously reviewed, tested, and evaluated (✓ slides 11 and 12).
  - ❖ A formal outcome evaluation showed a significant difference in knowledge and skills in nutrition, physical activity, and media analysis between young people who took part in the program and those who did not. The evaluation also showed a significant difference in the intention to eat or drink more foods with calcium and the intention to do more weight-bearing activities in the next month between young people who took part in the program and those who did not.
- ◆ Media-Smart Youth was developed as an after-school or out-of-school program for young people ages 11 to 13.



- ❖ *The program focuses on this age group because:*
  - *Youth are becoming more autonomous and are making their own decisions, particularly in regard to food.*
  - *This age is when some of the biggest changes occur in young people's development. They are trying new things, taking new risks.*
  - *This is the age at which youth can begin to think more critically and to develop these critical thinking skills.*
- ◆ *It works in rural, urban, and suburban settings (🗎 slide 13).*
- ◆ *It's flexible enough to meet the needs of all types of youth-serving organizations and the diversity of the young people they serve (🗎 slide 14).*
- ◆ *It combines youth-development principles and practices with evidence-based recommendations about nutrition and physical activity (🗎 slide 15).*
- ◆ *It's consistent with national learning standards (🗎 slide 16).*
- ◆ *And, finally, Media-Smart Youth is just a click away! Copies of the Media-Smart Youth Program Packet, which includes the video/DVD, some of which you'll see today, can be ordered from the NICHD Information Resource Center. The Web address is on the bottom of your agenda and ordering information can also be found on the Media-Smart Youth fact sheet. Training Guides, which include both guides for half-day and full-day trainings, are available through this source, as well (🗎 slide 17).*

5  
minutes

### Welcome and Introductions: Part 3



#### 1. SAY:

*Now we're going to watch a short video segment so you can see what youth do when they're part of the program.*



SHOW Segment #3: *What Is Media-Smart Youth?*



#### 2. SAY:

*Today, you'll learn more about the program's key content areas and how the program engages youth.*

3. TELL participants that this training includes actual activities from the Media-Smart Youth curriculum. Because this is a training of facilitators, and because the group is large, the activities are adapted slightly. EXPLAIN that the training models the facilitation style of the curriculum to enable participants to get a sense for the interactive nature of the program. The activities are noted on today's agenda.



#### 4. SAY:

*So, with that, let's take a look at the curriculum structure and design.*

# Overview of Structure & Design

# Overview of Structure & Design

Half-Day  
TRAINING  
GUIDE



## Total Time

10 minutes



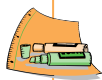
## Activity Overview

This module gives participants a chance to learn the structure of the curriculum, including the icons, breakdown of activities, and useful resources. This segment also provides insight into the flexibility of the curriculum.



## Activity Objective

- ◆ Review the curriculum structure and design so participants get a feel for how to use the *Media-Smart Youth Facilitator's Guide*



## Materials Needed

- Media-Smart Youth slide presentation CD-ROM
- Computer with Adobe® Reader® viewing capabilities
- Projector/screen



## Trainer's Preparation

- Set up the computer and slide presentation so it is ready to play the *Overview of Media-Smart Youth Structure and Design* slideshow.



## Overview



1. SAY:  
*Now, we're going to briefly review the curriculum structure and design so you get a feel for how to use the Media-Smart Youth Facilitator's Guide.*

2. REVIEW the following key points about the curriculum structure with participants.



3. SAY:  
*The Media-Smart Youth curriculum integrates four key content areas throughout lessons: **media, nutrition, physical activity, and media production**. We will explore each of these content areas during this training.*



4. SAY:  
**Media-Smart Youth has 10 structured, interactive lessons.**

- ◆ *Each lesson is 90 minutes in length.*
- ◆ *Each lesson has a similar structure:*
  - ❖ *Activity A (varies from 15 to 30 minutes)*
  - ❖ *Snack Break (10 minutes)*
  - ❖ *Activity B (varies from 15 to 30 minutes)*
  - ❖ *Action Break (10 minutes)*
  - ❖ *Activity C (varies from 15 to 30 minutes)*
- ◆ *The Snack Break is a great time to expose youth to new foods and encourage youth to taste them, and to reinforce the concepts learned throughout the program.*
- ◆ *Action Breaks provide youth with a chance to get their bodies moving in a range of fun activities that encourage teamwork and friendly competition.*
- ◆ *The activities are highly interactive. Activities A and B focus on one of the curriculum's main topics. In Activity C, participants do a Mini-Production, which gives them a chance to reflect on what they've learned in Activities A and B and to build their media-production skills.*



5. SAY:  
**The program includes creating a Big Production.**

- ◆ *After the 10 lessons are complete, young people will have the opportunity to create a Big Production—a media production encouraging other young people to take an action for better nutrition or increased physical activity. We will talk about the Big Production today.*



6. SAY:  
**The Media-Smart Youth curriculum is flexible.**

- ◆ *The curriculum can be organized and delivered in many ways to meet your needs and the needs of your participants.*
  - ❖ *For example, if your group is hungry and would benefit from a snack before you start the activities, begin with the Snack Break and then do Activity A.*
  - ❖ *If you only have 60 minutes to work with your group, do Activity A, the Snack Break, and Activity B, and then do the Action Break and Activity C in a separate session.*
  - ❖ *The schedule of lessons is also flexible. The lessons may be done once or twice a week, once a month, all within two weeks in a summer-camp style, or on other schedules.*
- ◆ *Please note that the content in the lessons is connected and builds on previous lessons. It is not recommended to cut out activities entirely.*



7. SAY:

**Strive for the recommended number of youth participants per workshop.**

- ◆ *The recommended group size for the program is 15 young people because this is a good number for doing interactive learning.*
- ◆ *Having fewer than eight to 10 young people makes it challenging to break into smaller groups and can limit the diversity of perspectives in the discussions.*



8. SAY:

*The Media-Smart Youth program includes the following elements: (BEGIN slide presentation, show 🗂️ slides 1 and 2)*

**a. Introduction and Overview Section** (🗂️ slide 3)

- ❖ *The Introduction and Overview section is full of information to help you plan for and implement the Media-Smart Youth curriculum. It includes a table with information about the lessons at a glance, a resources checklist, hints for scheduling the lessons, recruiting youth, and facilitating the curriculum, and more (🗂️ slide 4).*
- ❖ *If you remember just one thing from this session today, please remember to review the Introduction and Overview section before you plan your program. The section will answer many of your questions (🗂️ slide 5).*

**b. Lesson Overview and Activity Overview** sheets are cover pages to each lesson and activity. These sheets provide everything you need to know to prepare for that lesson or activity, including a list of materials and specific steps for the facilitator’s preparation (🗂️ slide 6).

**c. Take Home a New Idea!** (🗂️ slide 7)

- ❖ *At the end of each lesson, youth receive a Take Home a New Idea! sheet containing several suggestions for how they can share what they learned during the lesson with their family.*

- ❖ *The sheet also has the recipe from the lesson's Snack Break so the youth can make the item at home with their family.*

**d. Notes to Facilitators** (🗨️ slide 8)

- ❖ *Notes to Facilitators appear throughout the Facilitator's Guide in green boxes that are set off to the side so facilitators can find them easily.*
- ❖ *These boxes contain important notes for facilitators to consider as you work through the lesson.*
- ❖ *As much as possible, incorporate these suggestions into your implementation of the curriculum.*



**9. SAY:**

**The Media-Smart Youth Facilitator's Guide uses icons** (🗨️ slide 9).

- ◆ *Icons appear throughout the Facilitator's Guide to call attention to information and help users find the information quickly. See pages 17 and 18 of the Introduction and Overview section of the guide for a review of these icons.*



**10. SAY:**

**Appendices A through K include resources to support you** (🗨️ slide 10).

- ◆ *The appendices are filled with resources to help you deliver the program. Be sure to look through the appendices and become familiar with the rich materials there, such as guidance for developing your Big Production, a glossary of key words, and alternative Snack and Action Breaks. Page 361 provides a listing of all the appendices.*



**11. SAY:**

**The curriculum includes both Pre- and Post-Curriculum Activities.**

- ◆ *The curriculum includes optional Pre- and Post-Curriculum Activities that may help you gauge how much youth knew when they enter the program and how much they learn in the program. These activities are one of many ways to assess the outcomes from the program. The correct answers to the questions in the activities is provided with the Facilitator's Guide and are available online at <http://www.nichd.nih.gov/MSY>.*



**12. SAY:**

*I know we covered a lot of information in a short period of time. Don't feel that you have to remember all this at once! The Introduction and Overview section of the Facilitator's Guide is filled with helpful information to help you plan for and implement the Media-Smart Youth curriculum and the appendices have a wealth of resources to help you.*

*Again, If you remember only one thing from this session today, please remember to review the Introduction and Overview section before you plan your program. It is on pages 1 to 28 of the Facilitator's Guide (🗨️ slide 11).*

*Now let's begin exploring our first content area of the curriculum: media.*



# Exploring Media

Half-Day  
TRAINING  
GUIDE



## Total Time

30 minutes



## Activity Overview

This module provides an introduction into how the curriculum defines media and its purposes. Activities allow participants to brainstorm the many types of media and understand the connection between media and health. Participants take part in an activity adapted from the curriculum that introduces the program's media-analysis tool, the 6 Media Questions.



## Activity Objective

- ◆ Explore the concept of media
- ◆ Examine the link between media and health



## Materials Needed

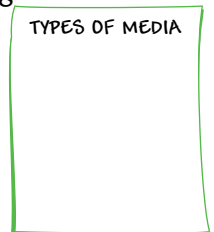
- The 6 Media Questions poster
- Color copies of the same print ad (one copy for each small group)
- Media Detective Notepad* sheets (one copy for each participant)
- Pencils/pens (one for each participant)
- Watch/timer
- Masking tape
- TV/VCR or DVD player and Media-Smart Youth video/DVD



## Trainer's Preparation

- Place blank paper in the center of each table with the following heading across the top: "Types of Media."
- At the front of the room, set up an easel with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape large sheets of paper to the wall in a place where everyone can see them.

TYPES OF MEDIA





- ❑ If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it's ready to play Segment #9: *The Power of Advertising*.
- ❑ On an index card or piece of paper, write the following fact about media use among children in the United States:

*Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.<sup>1</sup>*
- ❑ Post the 6 Media Questions poster in the room.
- ❑ Photocopy the *Media Detective Notepad* sheet (one copy for each participant).
- ❑ Place one print ad in the center of each table for each small group to analyze as its media sample.

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<sup>1</sup> Source: Roberts, D., & Foehr, U. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.



## Introduction

1. TELL participants that in this session they will explore the concept of media and that they will examine the link between media and health.
2. SHARE with participants a few key points about the way media is presented in the curriculum:
  - ◆ The Media-Smart Youth program does not view media as “good” or “bad.” Media is a well-established part of our culture and is a tool for communicating.
  - ◆ Media can have a powerful effect on people’s attitudes, behaviors, and health, including their food choices and body image.
  - ◆ Media-Smart Youth seeks to increase young people’s awareness about the media in their lives.
  - ◆ Media-Smart Youth teaches young people to think about the media messages they receive and to make their own decisions about the media they experience.
3. EXPLAIN to participants that even though Media-Smart Youth focuses on young people and the media, the connections between media and health apply to adults, too.
4. SAY:
 

*In this session, we will:*

  - ◆ Define media and the main purposes of media.
  - ◆ Discuss media use by young people and the connection between media and health.
  - ◆ Practice analyzing media using a tool called the 6 Media Questions.
5. TELL participants that this session includes actual activities from the Media-Smart Youth curriculum. EXPLAIN that because this is a training for facilitators, slight adaptations were made to some of the activities, but that overall, these activities are very similar to the ones they will deliver to youth. This practice will give facilitators a chance to learn the content, and to gain a first-hand understanding of the interactive teaching style used throughout the curriculum.



## Brainstorm Media



1. SAY:
 

*Let’s begin by defining media. What are media?*

  - ◆ LISTEN to ideas from participants. If necessary, guide them to the following types of responses:
    - ❖ Media are ways of communicating or expressing information or ideas

to people. Examples include newspaper, television, radio, billboards, letters, telephones, and the Internet.

2. TELL participants they are going to make a list of all the different kinds of media they come across every day.
3. TELL participants they are going to work in small groups to create lists of media. DIVIDE participants into their small groups.
4. ASK each group to select one or more participants for each of these roles:
  - ◆ Note taker(s) will write down the group's ideas on a sheet of large paper.
  - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
  - ◆ Presenter(s) will read the list when the group is done.
5. ASK each group to work together to brainstorm all the different kinds of media formats they can think of. TELL participants to record their ideas on the sheet of paper in the center of each table labeled: "Types of Media" and to number their lists. Their lists should include any and all kinds of media. They will have 1 minute to create their lists.

**A Note About Engaging Participants**

To add energy and suspense to the activity, turn it into a friendly contest. For example, see which team has the longest list when the 1 minute for this activity is up. Give a round of applause to the group that wins and invite those participants to present their list first.

6. ALLOW 1 minute for participants to brainstorm and write down their ideas. At the end of 1 minute, have participants count the number of items on their list.
7. ASK one table to read their full list to the larger group. ASK each of the other tables to add one type of media from their list that has not already been mentioned by other groups. This might be a type of media that they especially like or something that surprised them on their list.

Examples of media:

- ◆ Newspapers
- ◆ TV
- ◆ Radio
- ◆ Books
- ◆ Magazines
- ◆ Music
- ◆ Internet

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



## Finding the Purpose



1. SAY:  
*Now that we are aware of the many types of media, let's think about their purpose. All media products have a **purpose**, or a reason why they are created.*
2. ASK participants what the three main purposes of media are.  
  
INVITE participants to look at the examples of media on their lists to help them think about purpose.
3. LISTEN to ideas from the participants. If necessary, GUIDE them to the following responses:
  - ◆ To **persuade** (for example, magazine and TV ads)
  - ◆ To **inform** (for example, TV or radio news)
  - ◆ To **entertain** (for example, comic books or movies)



SAY:

*The first letter of each of these purpose words form the acronym “PIE.” This acronym may be an easy way for the youth to remember the three purposes of media. Keep in mind that some types of media may have more than one purpose.*

**4. ASK:**

- ◆ Why is it helpful to know the purposes of different kinds of media?  
LISTEN to ideas from participants. If necessary, GUIDE them to the following types of responses:
  - ❖ Knowing the purpose helps us to be more aware of how media are used and how media may affect us.
  - ❖ Knowing the purpose helps us to think critically about what we see and hear in the media.



## Exploring the Connection Between Media and Health

1. REMIND participants that the Media-Smart Youth program does not view media in terms as “good” or “bad.” Media-Smart Youth teaches young people to think about the media messages they receive and encourages them to make their own decisions about the media they experience based on critical-thinking skills.
2. TELL participants that the next activity is designed to help them understand the prevalence of media in young peoples’ lives. This part of the activity focuses on the media behavior of young people.
3. ASK participants how much time each day they think young people, ages 11 to 14, spend on average using media, not including any time spent at school. EXPLAIN that using media includes behaviors such as playing video games, listening to music, reading, using the computer, and watching TV, videos, and DVDs.
4. LISTEN for ideas from the group. ALLOW participants to try to answer the question.
5. READ the index card or paper with a fact about media use:  
*Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.*
6. DISCUSS this statistic and the connection between media and health with participants.

## ASK:

- ◆ What influences in all of our lives—both young people and adults—might contribute to this amount of media use?

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

- ❖ Media are all around us—embedded in our culture.
- ❖ There are many different kinds of media available now.
- ❖ People talk about, share, and promote media with their friends.
- ❖ Media producers and companies use persuasive techniques to encourage consumers to buy their media products.
- ❖ Media use can be fun and social (such as going to movies with peers, playing video games with friends, listening to music, and other activities).
- ❖ Media use offers instant gratification (such as instant messaging, cell phones, iPod™, etc.).
- ❖ Some media are associated with images that are appealing to people (for example, it's “cool” to have an iPod™ and iPod™ accessories).
- ❖ Many people rely on media as part of their lifestyle. For example, some people like to have a cell phone with them at all times when away from their family, or have a BlackBerry® with them when they are away from the office or on vacation.

7. SHOW Segment #9: *The Power of Advertising*.

## 8. DISCUSS the video segment with participants.

## ASK:

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

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

- ❖ Media are everywhere and can have a powerful effect on attitudes, behaviors, and health.
- ❖ Many media ads promote foods high in fat and added sugar, and that do not have much nutritional value.
- ❖ Many people like to snack while they use media and do not realize how much they are eating. They often choose high-fat, high-sugar foods that taste good and fill them up, but may not have much nutritional value.
- ❖ Many media ads aimed at young people (and adults) make foods very tempting. TV ads often link eating with “fun” and “excitement,” which can lead away from eating to satisfy hunger. People are more likely to overeat if they eat when they are not hungry.
- ❖ Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media also portray

body sizes and shapes that are unrealistic and have little to do with being healthy.

- ❖ Media keep us busy but not necessarily active. People often choose to use media instead of being physically active.
- ❖ Media often portray sports as fun and exciting. Even though that portrayal encourages an interest in sports, some people watch sports on TV instead of being active themselves.

9. EXPLAIN that even though this discussion focuses on the media behaviors of young people, most of these points about the connection between media and health apply to adults too.



10. SAY:

*Next, we are going to practice analyzing media.*



4  
minutes

## The 6 Media Questions



1. SAY:

*All media have a **message**. The message is the specific point or statement made by a media product, such as the main idea of a TV ad or a key point in a news story.*

*Media messages are communicated in many ways—some obvious, some subtle. Understanding the messages in media is an important part of becoming media smart. Once you identify a media message, you can decide what you think of it.*

*Six key principles—we call them the 6 Media Questions—help us understand the messages in the media we use. The 6 Media Questions are basic questions you can use to analyze media.*

2. INTRODUCE the 6 Media Questions poster on the wall and review it quickly. ASK for a volunteer to read each question and briefly explain what the question means by asking the volunteer:

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

3. CLARIFY the concepts in each media question as needed. USE the *Understanding the 6 Media Questions* table on the next page for definitions and examples.

**Note:** The table on the next page is for trainer reference only. It provides further information to help trainers review and define the 6 Media Questions with participants.

### Understanding the 6 Media Questions

What do you think about this media product? Answer the following questions to help you decide:

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



### Using the 6 Media Questions

1. TELL participants that they will now have a chance to practice using the 6 Media Questions.  
EXPLAIN to participants:
  - ◆ They are going to work in small groups at their tables.



- ◆ Each group will work together to analyze the print ad in the center of their table by answering the questions on the *Media Detective Notepad* sheet. The sheet is in their folders.
  - ◆ Groups will have 3 minutes to analyze the print ad.
2. ASK each group to select one or more participants for each of these roles:
    - ◆ Note taker(s) will write down the group's ideas on the *Media Detective Notepad* sheet.
    - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
    - ◆ Presenter(s) will read the answers when the group is done.
  3. ALLOW groups to work for 3 minutes. VISIT each group and PROVIDE help as needed. TELL groups when they have 1 minute left to finish their sheets.
  4. DISCUSS the activity with the full group. ASK each group to answer one of the 6 Media Questions about the sample ad, beginning with *Media Question #1* and working around the room to cover all 6 questions (one question per table). If there are more than 6 groups, INVITE the additional group(s) to also answer *Media Question #5: What information is missing?* POINT OUT that there are many different answers to this question.
  5. ASK participants:
    - ◆ What is the difference between the purpose and message of media? LISTEN to ideas from participants. If necessary, GUIDE them to the following responses:
      - ❖ Purpose tells you generally what the media was created to do, such as persuade, inform, or entertain.
      - ❖ Message is the specific main point or statement made by a media format, such as the main idea of a TV story or a key point in a news article.

1  
minute

## Closing the Activity

1. CONGRATULATE participants for being observant about media. ASK whether they have any comments or questions.
2. SAY:  
*Knowing how to use the 6 Media Questions is an important step in becoming media smart.*

Now it's time for an Action Break!



# Action Break



## A Cool Wind Blows

 **Time: 10 minutes**

1. TELL participants that physical activity is anything that gets your body moving and that later in the training they will learn more about physical activity. The *Action Breaks* throughout the curriculum are great examples of this concept and provide the youth with easy ways to incorporate physical activity into their lives.

2. SAY:

*This Action Break is called “A Cool Wind Blows,” and it comes from Lesson 4 in the curriculum.*

### Doing the Action Break

1. ASK participants to bring their chairs to the back of the room and to set up the chairs in a half-circle or full circle. PULL out one chair so that there is one fewer chair than participants.
2. CHOOSE one participant to remain standing in front of the chairs, facing the group. ASK remaining participants to sit on the chairs.
3. TELL participants that you will call out a statement that describes some members of the group. Be sure to begin the statement by saying, “The cool wind blows for anyone who \_\_\_\_\_,” filling in the blank with any descriptive quality about some members of the group.

For example, you may choose to say, “The cool wind blows for anyone who played basketball yesterday.” If any of the participants played basketball the previous day, the wind makes them move—those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. EXPLAIN that the goal is to find a seat before all the seats are gone.

Rules:

- ◆ Participants cannot move to a seat on either side of the one they just stood up from (unless only two participants who are sitting next to each other stand up).
  - ◆ They cannot push or hurt each other to get a seat.
4. EXPLAIN that there will always be one participant who doesn’t find a seat. That person should then stand in the middle of the circle and say another statement that describes members of the group, such as, “The cool wind blows for anyone who had breakfast this morning,” and so on.
  5. The facilitator can call out, “Tornado!” at any time and *everyone* (including the participant who was standing in the middle at the time) must find a different seat.

# Action Break

## A Cool Wind Blows (continued)

6. ENCOURAGE participants to think of descriptive qualities that relate to media, food, and physical activity.

**Note:** Try to mention concepts that relate to the participants' daily lives. Some examples include:

- ◆ Anyone who listened to music today.
- ◆ Anyone who drank at least one soda yesterday.
- ◆ Anyone who saw a movie in the last month.
- ◆ Anyone who drank fat-free or low-fat milk today.
- ◆ Anyone who did a physical activity yesterday.
- ◆ Anyone who likes grapes.

- ◆ Anyone who likes to play soccer.
- ◆ Anyone who went to the gym in the last week.

7. MAKE SURE the game moves quickly so participants are moving often.

8. ASK participants if they had fun. ASK if they think the game, "A Cool Wind Blows," counts as physical activity. TELL them that it does count—anything that has them moving quickly, jumping around, and getting out of breath is a great way to be physically active and have fun, too! EXPLAIN that they will learn more about physical activity later in the training.



# Exploring Nutrition



## Total Time

30 minutes



## Activity Overview

This module examines the nutrition concepts in the curriculum and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants are also involved in an activity that highlights the importance of whole grains and demonstrates how a whole grain is refined.



## Activity Objective

- ◆ Discuss the nutrition concepts in the Media-Smart Youth program



## Materials Needed

- ❑ *All About Nutrition in Media-Smart Youth* worksheet
- ❑ A 8.5" x 11" sheet of paper for each of the following terms, written in black marker: ENDOSPERM, B VITAMINS, IRON, BRAN, GERM, FIBER, ANTIOXIDANTS, VITAMIN E
- ❑ A 8.5" x 11" sheet of paper for each of the following terms, written in red marker: IRON, B VITAMINS
- ❑ Large paper containing an enlarged sketch of a whole grain, based on the drawing on page H-11 of the *Half-Day Training Guide*
- ❑ *Scavenger Hunt Guide* sheets (one copy for each participant)
- ❑ Pencils/pens (one for each participant)
- ❑ Media-Smart Youth video/DVD and TV/VCR or DVD player

ENDOSPERM

B VITAMINS  
thiamin, niacin,  
riboflavin,  
folic acid

IRON

BRAN

GERM

FIBER

ANTIOXIDANTS

VITAMIN E

**Provide each group with materials from one of the following categories:**

**1. Breakfast Cereal**

- ◆ A box that contained a sweetened, corn- or rice-based cereal
  - ◆ A box that contained an unsweetened, wheat-based cereal
  - ◆ A box that contained a sweetened, corn- or rice-based cereal and includes the words, “Made with Whole Grains” on the packaging
- Note:** Only one box with the label, “Made with Whole Grains” is needed for the trainer’s demonstration.

**2. Bread**

- ◆ A bag from a loaf of whole-grain bread
- ◆ A bag from a loaf of white bread

**3. Milk and Milk Products**

- ◆ A small carton that contained 2% milk
- ◆ A small carton that contained fat-free milk
- ◆ A package that contained regular cheddar cheese
- ◆ A package that contained reduced-fat cheddar cheese

**Note:** For larger groups, have multiple small groups with the same sets of food labels



### Trainer’s Preparation

- Photocopy enough of the *Option 2 Scavenger Hunt Guide* sheets to have one set for each participant.
- Photocopy enough of the *All About Nutrition in Media-Smart Youth* to have one for each participant.
- Distribute either the cereal, bread, or milk and milk product food packages to each small group (be sure to keep the “Made with Whole Grains” cereal to the side for a demonstration). If you anticipate having more than seven participants per group, then have more than one group work on the same set of food packages.
- Draw a sketch of an enlarged whole grain on a large paper, based on the whole-grain diagram provided on page H-11 of the *Half-Day Training Guide*.
- If using the *Media-Smart Youth* video/DVD, set up the VCR or DVD player so it is ready to play Segment #6: *Eat It Up!*

5  
minutes

## Introduction



### 1. SAY:

*Due to the complexities of nutrition, it's impossible to cover all aspects of a healthful diet in a program that focuses on other topic areas.*

*Because we can't cover all topics in nutrition, the curriculum covers four basic nutrition content areas and encourages the young people to include more of these in their daily eating. Those are:*

- ◆ *Eating more fruits and vegetables*
- ◆ *Choosing whole grains*
- ◆ *Increasing foods and drinks that contain calcium*
- ◆ *Reducing snacks and drinks with fat and added sugar*

*Please review the All About Nutrition in Media-Smart Youth worksheet for more detailed information on these topics. Keep in mind that:*

- ◆ *Media-Smart Youth is not a weight-loss program or a diet; it's about making healthy choices, and everyone can benefit from making healthier choices.*
- ◆ *All foods, eaten in moderation, can be part of healthy way of eating.*
- ◆ *Try to avoid the phrases "junk food" or "diet" and don't label any food as a "good" or a "bad" food.*

### 2. TELL participants that they will be looking at the Nutrition Facts labels and ingredient lists on packaged products, talking about whole grains versus refined grains, and watching a video about making smart snack choices.



### 3. SAY:

*We'll begin by looking at ingredient lists and Nutrition Facts labels of different food packages. The Nutrition Facts label is a tool that young people can use to identify:*

- ◆ *Serving size*
- ◆ *Amounts of:*
  - ❖ *Fat*
  - ❖ *Added sugar*
  - ❖ *Calcium*
  - ❖ *Fiber*
- ◆ *Whether a product is a whole grain*

*You'll also look at how food manufacturers use product packaging to influence the foods that people buy.*



15  
minutes

## Nutrition Facts Label and Ingredients List

### 1. ASK participants:

- ◆ What is a Nutrition Facts label?

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

- ❖ The Nutrition Facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein, and other nutrients. Nutrition information is based on a single serving size.

- ◆ What is a serving size?

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

- ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of cut-up fruit, or 8 ounces of milk.
- ❖ Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need.
- ❖ The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. Serving size on a Nutrition Facts label are not always the same as serving size in nutrition recommendations.

- ◆ What is % DV (percent daily value)?

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

- ❖ % DV is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food. This is an important identification tool for helping you use the Nutrition Facts label to make better nutrition choices.
- ❖ We use the “5–20” guide to make sense of the % DV. For example, 5% DV or less is low. 20% DV or more is high. So if you want to choose foods that are lower in fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients, such as fiber, look for % DV that is closer to 20.
- ❖ The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar is in the food or drink.

### 2. DIVIDE participants into small groups.

3. EXPLAIN to participants they should look for the *Scavenger Hunt Guide* sheets in their participant folders, and they will fill out the sheets based on the food packages in front of them.
4. TELL the groups that they will have 7 minutes to complete their sheets, and that you will let them know when they have 1 minute remaining.
5. START the scavenger hunt. TELL participants when they have 1 minute remaining.
6. REVIEW the *Scavenger Hunt Guide* sheets out loud with all of the groups.



SAY:

- ◆ For those of you who had the breakfast cereal scavenger hunt:
  - ❖ How much fiber does the sweetened cereal have? (Answer: 1 gram per  $\frac{3}{4}$  cup)
  - ❖ How about the whole-grain cereal? (Answer: 6 grams per 1 cup)
  - ❖ If you were looking at fiber, which would be a better choice? (Answer: Whole-grain cereal)
- ◆ For those of you who had the bread scavenger hunt:
  - ❖ How much fiber does the white bread have? (Answer: 0 grams per slice)
  - ❖ How about the whole-wheat bread? (Answer: 3 grams per slice)
  - ❖ If you were looking at fiber, which would be a better choice? (Answer: Whole-wheat bread)
- ◆ For those of you who had the milk and milk products scavenger hunt:
  - ❖ How much fat did the 2% milk have? (Answer: 5 grams)
  - ❖ How about the fat-free milk? (Answer: 0 grams)
  - ❖ Which has more calcium? (Answer: Both have the same amount, 30% DV)
  - ❖ If you were looking at reducing fat and increasing calcium, which would be a better choice? (Answer: Fat-free milk)

7. SHOW the box for the cereal “made with whole grain.”



SAY:

*It's important to pay attention to the Nutrition Facts label even if there are cues on the packaging that tell you something about the content of a product. For example, some cereal companies advertise that all their cereals are made with whole grain. But “made with whole grain” doesn't mean that all of the grain is whole.*

8. ASK someone to read the fiber content of a serving of the cereal.

**9. SAY:**

*Even though a product packaging tells you one thing, it may actually mean something else, so you need to pay attention to the Nutrition Facts label. The cereal that is “made with whole grain” doesn’t necessarily have more fiber than the version that does not have the “made with whole grain” message on it.*

- 10. ANSWER** any questions they may have. **RECOMMEND** that they take the other *Scavenger Hunt Guides* that they didn’t work on to the grocery store to practice reading the Nutrition Facts label before they do the activity with the young people.

**Whole-Grain Demonstration****1. SAY:**

*At the beginning of this section, we briefly mentioned the idea of whole grains versus refined grains.*

- 2. SHOW** participants the picture of a whole grain on the large paper. **NOTE** that a whole grain contains all the parts of the grain—the bran, endosperm, and germ.
- 3. EXPLAIN** that a “refined grain” is a whole grain that has gone through a milling process. In this process, the whole-grain kernels are cleaned and moistened. Then they are crushed between heavy rollers, which separate the bran and germ from the endosperm. The endosperm particles are ground some more and sifted to make white flour. **NOTE** that removing the bran and the germ removes many of the nutrients in the grain. Most refined grains are enriched, which means that some of these nutrients are added back in. But enriched, refined grains still have less than the whole-grain form.
- 4. TELL** participants that they will now do a demonstration that puts this explanation into action.
- 5. ASK** for 11 volunteers to come to the open space in the room and help with the demonstration. The rest of the group should stand to the side and watch.

**6. SAY:**

*You will now pretend to be a whole grain so that you can see how the milling process works. First, we’ll be a whole grain, and we’ll just get cleaned, not refined, so we’ll still be a whole grain at the end. Then we’ll go through a milling process to be a refined grain.*

7. **HAND OUT** the prepared signs. Each participant should hold a sign indicating what part of the whole grain he or she is: FIBER, BRAN, ENDOSPERM, GERM, ANTIOXIDANTS, VITAMIN E, B VITAMINS, or IRON. **ASK** the participants to stand in a tight cluster together at one end of the space. **EXPLAIN** that, together, they are a whole grain. **ASK** the participant or participants holding the BRAN signs to stand at the outside of the cluster because they are the outer covering of the whole grain.
8. **TELL** participants that the milling process has begun. **ASK** the group to slowly shuffle toward the other end of the room. **REMIND** them to stay as close together as they can. When they get to the other end of the room, **TELL** them to stop. Ta-da! They are still a whole grain, ready to be made into bread, pasta, cereal, or other whole-grain products.
9. **TELL** participants to return to the place where they started (they do not have to stay in their cluster as they return to the starting place). **EXPLAIN** that they are now going to demonstrate what happens when a whole grain is milled into a refined grain.
10. **ASK** all participants but two (one holding the red IRON sign and one holding the red B VITAMINS sign) to stand in a tight cluster together at one end of the space. **EXPLAIN** that, together, they are a whole grain. Each participant in the cluster holds a sign indicating what part of the whole grain they are: FIBER, BRAN, ENDOSPERM, GERM, ANTIOXIDANTS, VITAMIN E, B VITAMINS, or IRON. The two other participants stand about two-thirds of the way down the space. They are the nutrients added back during the refining process.
11. **TELL** participants that the milling process has begun. **ASK** the group to begin to shuffle toward the other end of the room. **REMIND** them to stay as close together as they can. When the group is about one-third of the way across the space, **TELL** the cluster to stop.
12. **ASK** the BRAN, GERM, FIBER, B VITAMINS, IRON, ANTIOXIDANTS, and VITAMIN E participants to leave the cluster and stand to the side. The one person remaining in the cluster (ENDOSPERM) continues on toward the other end of the room. When the participant reaches the two participants holding the B VITAMINS and IRON signs, **TELL** him/her to stop.
13. **ASK** the participants holding the B VITAMINS and IRON signs to join the ENDOSPERM person in a tight cluster. **TELL** the cluster to continue shuffling. When they get to the other end of the room, **TELL** them to stop. Ta-da! They are now an enriched refined grain ready to be made into bread, pasta, cereal, or other refined-grain products.

14. ASK participants to return to their seats. CONDUCT a quick debriefing, using the following questions:
  - ◆ What do you think about what happens to a whole grain during the milling process?
  - ◆ Has this demonstration changed your opinions about grain foods? If so, how?
15. BE SURE to note that even though nutrients are added back when the grain is enriched, it doesn't mean that the final product is exactly the same, or as nutritious as the whole-grain product.
16. TELL participants that the Whole-Grain Demonstration activity comes from Lesson 4 in the Media-Smart Youth curriculum.

5  
minutes

## Reducing Snacks and Drinks with Fat and Added Sugar



1. SAY:  
*Now we will watch a video that focuses on reducing snacks and drinks with fat and added sugar.*



2. PLAY Segment #6: *Eat It Up!*

3. ASK the participants:

- ◆ Would one person like to share some of the ways that you can reduce fat and added sugar in the foods you eat?

If necessary, GUIDE them to the following responses:

- ❖ Choose *alternatives* that are lower in fat or added sugar.
  - ❖ Choose *smaller amounts* of foods that are high in fat or added sugar.
  - ❖ Choose *less often* foods that are high in fat or added sugar.
- ◆ If there is additional time, ASK:  
Which of these approaches for reducing fat and added sugar would you be most likely to try? Please give specific examples.

1  
minute

## Closing the Activity



1. SAY:

*Remember if you have questions, there's a Parking Lot where you can write your questions, and we will do our best to address them before the end of the training.*

2. REMIND participants that the *All About Nutrition in Media-Smart Youth* describes the program's nutrition concepts in more detail.



3. SAY:

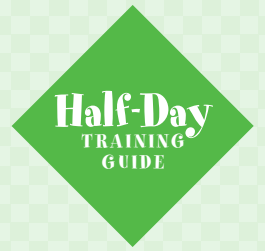
*This concludes the discussion about nutrition in Media-Smart Youth. Next we will learn about another content area of the program: physical activity.*







# Exploring Physical Activity



## Total Time

20 minutes



## Activity Overview

This module helps define physical activity and its many facets beyond just “exercise.” Participants get a chance to practice taking their pulse, a key skill that youth can use to gauge how hard their bodies are working.



## Activity Objective

- ◆ Explore the concept of physical activity



## Materials Needed

- Large paper and markers (at least one sheet for each group)
- Masking tape
- Watch/timer
- Easel (if available)
- The 6 Media Questions poster
- Media-Smart Youth video/DVD and TV/VCR or DVD player
- Pulse Game* sheet (one for each participant)



## Trainer's Preparation

- Post the 6 Media Questions poster in the room.
- Set up workstations (quantity is based on number of groups) in different areas of the room where the participants can work in small groups.
- Write “Top 5 It’s Hard to Believe, But It’s Physical Activity” on sheets of large papers and post in each workstation (enough for one per small group). Make sure each group has markers to write with.
- Photocopy the *Pulse Game* sheets (one for each participant).

TOP 5 IT'S HARD  
TO BELIEVE,  
BUT IT'S  
PHYSICAL ACTIVITY

- Write the “Physical Activity Recommendations for Young People” (see right for content) on a sheet of large paper and post in the front of the room. Cover this sheet until it is needed in the discussion.
- If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #7: *Activities Fit To Be Tried*.

### **Physical Activity Recommendations for Young People**

Health experts recommend that young people should:

- ◆ Be physically active for at least 60 minutes on most, if not all, days of the week.
- ◆ Try to do a variety of activities.
- ◆ Find enjoyable activities so they become a fun part of everyday life.

4  
minutes

## Introduction

1. TELL participants that in this session they will explore the concept of physical activity in the Media-Smart Youth program.



2. SAY:

*In this session, we will:*

- ◆ *Define physical activity and discuss what it does for our bodies.*
- ◆ *Brainstorm ways to incorporate physical activity into our daily lives.*
- ◆ *Practice how to calculate our pulse rates while at rest and after varying levels of physical activity.*

3. TELL participants that the program wants youth to understand what it means to be physically active and to be able to explain why physical activity is important for good health.



4. SAY:

*The program focuses on the following concepts:*

- ◆ *Physical activity is anything that gets the body moving.*
- ◆ *Exercise is just one form of physical activity and often suggests structured workouts, such as jogging and weight lifting.*
- ◆ *One key to being physically active is to find ways to make physical activity a natural part of our daily lives.*



5. SAY:

*Media-Smart Youth uses the following physical activity recommendations suggested by health experts:*

UNCOVER the paper titled, “Physical Activity Recommendations for Young People” and READ the recommendations out loud.

- ◆ Be physically active for at least 60 minutes on most, if not all, days of the week.
- ◆ Do a variety of different activities.
- ◆ Find activities that they enjoy doing so that the activities become a regular part of everyday life.

2  
minutes

## What Is Physical Activity?



1. SAY:

*As I mentioned earlier, physical activity can be defined as anything that gets your body moving.*

ASK participants:

- ◆ What are some examples of physical activity?

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

- ❖ Going up and down stairs; playing soccer, basketball, or football; swimming; biking; jumping rope; dancing; throwing a ball; doing sit-ups; playing Frisbee™; walking the dog; or washing the floor.



2. SAY:

*Physical activity is a broad term that refers to all kinds of activities: slow, fast, easy, hard, simple, complicated, alone, or in a group. If it gets your body moving, then it's physical activity! Sports and exercising are just one part of physical activity. There are also many other ways to be active.*

3. ASK participants:

- ◆ What does physical activity do for you and your body?

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

- ❖ Keeps your body healthy
- ❖ Makes your bones and muscles strong
- ❖ Makes you feel energetic
- ❖ Builds strength and endurance
- ❖ Helps your mental health
- ❖ Helps you feel good about yourself
- ❖ Gives you something to do when you are bored
- ❖ Creates a fun way to meet others or spend time with friends
- ❖ Helps to relieve stress
- ❖ Helps you sleep better



6  
minutes

## Creating a “Top 5 It’s Hard to Believe, But It’s Physical Activity” List



1. SAY:

*Now you're going to work in teams to create a Top 5 It's Hard to Believe, But It's Physical Activity list. These lists should include **any** activity that gets your body moving, especially everyday activities. Don't include traditional sports or exercises, such as basketball or weight lifting. You can be as imaginative as you want, as long as the activity gets your body moving!*

2. ASK participants for an example of an activity that would go on this list. Some examples might include: sweeping, vacuuming, or building a snowman.

3. DIVIDE the participants into small groups (approximately seven to eight participants per group).
4. ASK each group to select one or more participants for each of these roles:
  - ◆ Note taker(s) will write down the group's ideas on large paper.
  - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
  - ◆ Presenter(s) will read the list when the group is done.
5. ALLOW the groups 2 minutes to create their lists on the large paper. TELL participants when they have 1 minute left and when it is time to stop.
6. ASK one group to present its list to the larger group, counting from 5 to 1. TELL all participants to drum their hands on the table right before the group reads its number 1 "It's Hard to Believe, But It's Physical Activity" idea from the list. Have the remaining groups present any activities that were not mentioned by the original group. CONGRATULATE the participants for having such creative and clever ideas.
7. DISCUSS the lists briefly. ASK:
  - ◆ Which activities on the list surprised you because you never thought of them as physical activity before today?
8. SAY:
 

*As your Top 5 lists show, being active doesn't mean you have to play an organized sport. You can be active in many other ways as part of your daily life. Just keep in mind that being active in any way is important.*



### The Pulse Game: Learning to Take Your Pulse

1. TELL participants that they are going to do a short activity called the *Pulse Game*.
2. ASK:
  - ◆ What is your pulse?

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

  - ❖ Your pulse is the throbbing of your arteries as your heart pumps blood through them.
  - ❖ Your pulse tells you how fast your heart is beating; pulse is also known as heart rate.
  - ❖ Your pulse can give you information about how hard your body is working.



3. EXPLAIN to participants how to take their pulse.

SAY:

*Take your pulse by putting your index and middle finger on the inside of your wrist, or on the side of your neck, and counting the number of beats per minute that you feel.*

4. ASK participants to take the *Pulse Game* sheets out of their folders.



5. SAY:

*Resting heart rate is the number of times a person's heart is beating per minute when that person has not been moving or active. The resting heart rate is different from your exertion heart rate (also called the activity pulse rate), which is what we'll take later. Let's practice by taking our resting heart rate together.*

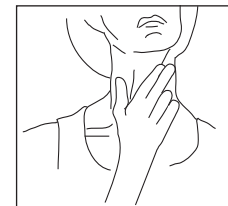
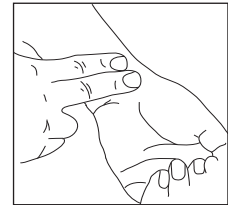
DEMONSTRATE for participants the way to take a pulse as you guide them through the steps.



6. SAY:

*Here's how we'll do it:*

- ◆ *Sit down quietly and relax.*
- ◆ *Put your index and middle finger on the inside of your wrist of your opposite hand, below the base of your thumb. Or place your fingers on the side of your neck, in the soft hollow area next to your windpipe. Now feel for your pulse.*
- ◆ *Don't use your thumb to feel for your pulse because it has its own pulse.*
- ◆ *I'm going to count 6 seconds on my watch/timer while you count your pulse rate.*
- ◆ *When I say "Go," begin silently counting the number of beats you feel.*
- ◆ *When I say "Stop," stop counting.*
- ◆ *In the box under Step 1 on the Pulse Game sheet, write down the number of beats you counted during the 6 seconds.*



7. ASK if participants have found their pulse. HELP participants if necessary.

8. TELL participants when it is time for them to begin counting their pulse. ALLOW 6 seconds to pass on your watch/timer. TELL participants to stop counting.

9. ASK participants to write down the number of beats they counted during the 6 seconds in the Step 1 section of the *Pulse Game* sheet. ASK them to multiply that number by 10 (add a zero). EXPLAIN that the resulting number is their resting pulse rate.

- 10. POINT OUT** the “Levels of Intensity” chart on the bottom of their *Pulse Game* sheets. **TELL** them to find their level of intensity and mark it on their paper in the far right column.

**A Note About the Levels of Intensity**

The ranges reflected on the levels of intensity are appropriate for most youth ages 11 to 13; however, they may vary depending on how physically fit a young person is. The body of a person who is very physically fit will not have to work as hard at the same activity as the body of a person who is not physically fit. For this reason, discourage comparisons of pulse rates and instead emphasize that this is an individual activity.



- 11. SAY:**

*The resting heart or pulse rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute. This is an average, and the rate changes from day to day and throughout the day depending on what a person is doing.*

*The pulse rates that each of you will calculate today are specific to the particular setting you are in, and may be influenced by many factors, including the tempo of the music. Keep in mind that the heart rates you write down do not reflect your ability to do any physical activity.*

- 12. EXPLAIN** to participants that they will now try out different kinds of physical activities in two separate groups. Each group will do a specific physical activity.




- 13. SAY:**

*You are going to see how different activities and the way you do each of them affect your pulse rate. I will divide you into two groups and ask each group to do a different physical activity for 1 minute. After you finish doing the activity for 1 minute, you will immediately take your pulse.*

*I will keep time and will let you know when to start and stop the activity, and when to take your pulse rate. When you are done calculating your 6-second pulse, write it in the second column on the Pulse Game sheet, multiply it by 10, and write this number in the column—Beats Per Minute—on the table.*


*Then, you will determine the level of intensity you used for the activity. Two people can experience different levels of intensity when doing the same type of physical activity because the way a person does an activity affects how hard your body is working.*

*After you finish the first activity, I will tell each group to do a different physical activity. You’ll do a total of two activities for 1 minute each, and you will calculate your pulse rate after each one.*

- 14.** EXPLAIN that one group will be walking first and one group will be pretending to jump rope.
- 15.** DIVIDE participants into two groups and tell the jump ropers to stand in front of their chairs and the walkers to walk around the room. STAND in the front or in the middle of the room to count time for the participants and give directions.
-  **16.** PLAY music from *Segment #7: Activities Fit To Be Tried* while the groups do their activities.
- ◆ For the first minute, TELL Group 1 to walk and Group 2 to pretend jump rope. When there are 10 seconds left in the minute, TELL the walkers to walk toward their chairs.
  - ◆ When participants finish the activity, TELL them to stand still and immediately take their pulse rates. CALL OUT start and stop times for participants to count their pulse rates (6 seconds).
  - ◆ ASK participants to record their pulse rate on their *Pulse Game* sheets.
  - ◆ Next, TELL the groups to switch activities. Group 1 will now pretend to jump rope and Group 2 will walk. After 1 minute, TELL each group to take and record their pulse rates.
- 17.** ASK all the participants to come back together to talk about what they've learned. ASK participants:
- ◆ What did you discover about the different physical activities?
  - ◆ Do you think that the same activity could be moderate or vigorous depending on how you do it?
- LISTEN to ideas from participants. If necessary, GUIDE them to the following responses:
- ❖ The way you do an activity affects how hard it is; for example, if you walk slowly, your body might be working a little; but if you walk very quickly, your body will work harder.
  - ❖ As the “Levels of Intensity” chart shows, the harder you are breathing, the more vigorous the workout.

2  
minutes

## Closing the Activity

- 1.** CONGRATULATE participants on their great work and THANK them for participating. ASK whether they have any comments or questions. ANSWER any questions.
-  **2.** SAY:  
*Now it's time for a Snack Break!*



**Snack Break:  
Mix It Up!**

# Snack Break



## Mix It Up!

 **Time: 10 minutes**

**1. SAY:**



*As we said earlier in the Training Overview, the Snack Breaks are a great time to expose young people to new foods, encourage them to taste foods they haven't tried before, and to try foods in a new environment. The Snack Breaks also reinforce the nutrition concepts they've discussed.*

- 2. TELL** participants that this *Snack Break* is called “Mix It Up,” and it comes from Lesson 2 in the curriculum. It incorporates whole-grain foods—the cereal and the granola—and is easy to prepare ahead of time to have it on the go.
- 3.** Trainers should demonstrate putting the snack together. **POUR** each ingredient into a container. **GIVE** each participant a sandwich bag. **INVITE** them to make their own trail mix by spooning into their bags any combination of ingredients they like.
- 4. EXPLAIN** that trail mix is a great snack for youth on the go. It's fun and easy to prepare several bags ahead of time at home so they can grab one as they leave their home.
- 5. REMIND** participants that the recipe for the *Snack Break* is included on the *Take Home a New Idea!* handout that is included in their folders and that comes at the end of every lesson.

**Note:** None of the *Snack Breaks* in Media-Smart Youth use nuts because so many young people have nut allergies. For this reason, make sure to use cereals that do not contain nuts.





# Exploring Media Production

Half-Day  
TRAINING  
GUIDE



## Total Time

30 minutes



## Activity Overview

In this module, participants learn the basics of media production and how it applies to the Media-Smart Youth program in terms of the *Mini-Productions*, which the youth do during each lesson, as well as the *Big Production*, a larger-scale media production that is the culminating project of the curriculum. Participants also take part in an adapted version of one of the *Mini-Production* activities to get a sense of how the youth get to use their creativity and learn about media throughout the program.



## Activity Objective

- ◆ Explore how media production skills are built throughout the Media-Smart Youth program



## Materials Needed

- Pencils/pens (enough for each participant)
- Omission Mission Script Starter* sheets
- Two small pieces of paper or index cards
- Masking tape



## Trainer's Preparation

- Photocopy the *Omission Mission Script Starter* sheet (several copies for each group).
- On sheets of small paper or index cards, write “High in added sugar” on one half; on the other half, write “Fortified with 8 vitamins and minerals.” Fold each piece of paper in half. You will give one to each small group. These statements are the facts that each group will leave out of its ad.
- If using the Media-Smart Youth video/DVD, set up the VCR or DVD player so it is ready to play Segment #11: *Big Production Montage*.



## Introduction

1. TELL participants that in this session they'll explore the final content area of Media-Smart Youth—Media Production. The production component gives youth a chance to apply what they've learned about media, nutrition, and physical activity by creating media messages and products.
2. SHARE with participants that the program incorporates media production in two different ways—the first is through *Mini-Productions*, and the second is through the *Big Production*. The 6 Media Questions, which they've already learned about, is the tool used to help create and analyze media products.
3. SAY:
 

*In this session, we will:*

  - ◆ Discuss the concept of “message.”
  - ◆ Create our own Mini-Production.
  - ◆ Review aspects of doing the Big Production.



### PART 1: Learning About Messages

1. SHARE with participants that one of the most important concepts youth learn throughout the program and during media production activities is “message.” Message is the foundation for youth being able to understand and apply the 6 Media Questions, both for understanding media and creating their own media products.



2. SAY:
 

*As youth create their Big Productions, guiding them to think about and create specific versus general messages will be important. This concept may be difficult for youth to grasp, but it is important for helping them think about their nutrition and physical activity behaviors. Here are some examples of general versus specific messages:*

  - ◆ General message: “Eat Healthy” or “Be Active”
  - ◆ Specific message: “Eat at least 5 fruits and vegetables each day” or “Walk at least 20 minutes every other day”

### PART 2: Creating a Mini-Production



1. SAY:
 

*Let's look at the Mini-Productions in Media-Smart Youth.*

  - ◆ Mini-Productions are the final activity—Activity C—in each lesson.
  - ◆ You will guide youth through these Mini-Productions to create various media, such as skits, billboards, songs, ads, and news reports.
  - ◆ Page 3 in the Facilitator's Guide lists all the different Mini-Productions included in the Media-Smart Youth program.

*We're going to do a Mini-Production now to give you a chance to experience this kind of activity.*

2. **EXPLAIN** to participants that Media Question #5 focuses on a media concept called “omission.” **TELL** participants that omission means to leave something out or to fail to include a specific fact or piece of information.

**ASK:**

- ◆ Why might media producers leave out some of the facts about an issue, story, or product in their media product?

**LISTEN** for two or three ideas from participants. If necessary, **GUIDE** them to the following types of responses:

- ❖ Ads are brief. 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 or gloss over a particular feature about a product that might not sound appealing to a target audience.



3. **SAY:**

*Now how about some examples of media products that leave out certain information? I'll share one with you, and then you can give me one more example.*

**Note:** Trainer may pick one of the following to read aloud and then **GUIDE** participants to other similar responses.

- ◆ 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 the 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 main 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 ad for a car may focus on how fast and powerful the car is, and may 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.



4. LISTEN to one example from the group. SAY:  
*That's great. If others thought of different ideas, keep those in mind as we do this next activity.*

15  
minutes

## 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 idea.*

*Now you are going to work in groups to create a radio ad for a product. Your goal is **to persuade** your target audience to buy it, which means you need to decide what information to put into your ad and what information to leave out.*

2. ASK participants to take out the *Omission Mission* sheet from their folders.



3. SAY:  
*The information you'll need to create your ad is on this sheet. However, there is one catch: You have to leave out a fact from your ad.*

*On each table you will find a folded piece of paper with a different fact written on it. This fact is the one that your group will leave out of your ad. Do not share your fact with the other groups! 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.*

*Each group will have 10 minutes to develop an ad and to rehearse it. Then we'll ask for two groups to present their ads to all of us, and we 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 ad, at the beginning and end of a radio or TV show, and in the small print at the bottom of a print ad.*

4. TELL the groups to begin work. TELL participants when they have 5 minutes and then 1 minute left. ASK one group to come to the front of the room and read its ad.
5. After the group presents, ASK members of the other group to guess the missing fact. Then follow the same process with the second group.



6. Then ASK:
  - ◆ Does the ad you just heard tell you the full story about the cereal?
  - ◆ Who is the audience?
  - ◆ How might knowing about the missing fact change someone's mind about wanting the product?
  - ◆ What techniques were used?
7. CONGRATULATE participants for their creative ideas and fun ads, and for doing a great job guessing the missing information. ASK whether participants have any comments or questions. ANSWER any questions.

9  
minutes

## The Big Production



### 1. SAY:

*You know that Media-Smart Youth incorporates media production in two different ways—the first is through Mini-Productions, and the second is through the Big Production. Now let's look at the Big Production.*

*At the end of the workshop, young people draw on everything they've learned and experienced in all the lessons and activities to create a Big Production:*

- ◆ *The purpose of the Big Production is to create a media product that motivates young people to take action for better nutrition or increased physical activity.*
- ◆ *The Mini-Productions help youth learn useful skills for creating their Big Production.*

*Next, let's watch Video Segment #11: Big Production Montage. This segment is shown to the youth in Lesson 9 and helps them get a feel for the types of things they can do as part of the Big Production.*



### 2. SHOW Segment #11: Big Production Montage.



### 3. SAY:

*Here are a few more important ideas to consider when thinking about the Big Production: enrolling a Media Partner, planning the Big Production, and Resources to help you.*

*If you forget any of what we talk about today, you can always go to the Introduction and Overview section of the Facilitator's Guide for more details.*

### Enrolling Media Partner



### 4. SAY:

- ◆ *It would be great if you involved a Media Partner in the program.*

- ◆ A Media Partner is an organization or individual who helps with the Media-Smart Youth project, either by assisting with lessons, helping create the Big Production, lending equipment or facilities, and/or providing time or space for the Big Production to run.
- ◆ A Media Partner may be recruited to help just with the Big Production, or to participate in lessons leading up to the Big Production.

### Planning the Big Production

#### 5. SAY:

- ◆ Youth choose what they'll do for the Big Production with you helping to guide their selection. For example, if you have enrolled a local TV station as your Media Partner, you will both guide youth in determining what type of video Big Production to create. It may be a music video, TV news broadcast, cooking show, or ad.
- ◆ You decide the scope and schedule of the Big Production. The scope of the Big Production may vary depending on whether you have a Media Partner involved and the time and resources available. How many times you meet with your group to work on the Big Production is up to you.
- ◆ While youth create the Big Production, they may need your guidance in determining which roles to take on. The best roles for individual youth may be evident to you and to the group. Some youth may be especially good at writing or drawing, while others may excel at directing or coordinating productions.

### Resources

#### 6. SAY:

- ◆ Video segments #12, #13, and #14: On the Air! Roll the Presses! found at the end of the video, provide youth with a virtual field trip and behind-the-scenes look at video production, radio production, and newspaper production. You may choose to show these segments during Lesson 10 or during any of your Big Production sessions.
- ◆ Appendix E and Appendix F will also be useful to you in planning for and creating the Big Production.



1  
minute

## Closing the Activity

#### SAY:

Media Production is the fourth and final content area included in Media-Smart Youth.

Now, let's switch gears a bit and talk about how you might go about implementing the program in your community.



# Getting the Program Started



## Total Time

15 minutes



## Activity Overview

In this module, participants reflect on the facilitation style modeled by the trainers and discuss how this same style is used when facilitating the Media-Smart Youth program. In addition, participants receive hints and tips for successfully delivering the curriculum based on experiences of past facilitators.



## Activity Objective

- ◆ Learn the best methods for delivering the program
- ◆ Review resources that may be needed to implement the Media-Smart Youth program



## Materials Needed

- Large paper
- Markers
- Masking tape
- Easel (if available)



## Trainer's Preparation

- Set up an easel at the front of the room with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape large sheets of paper to the wall in a place where everyone can see them.

5  
minutes

## What Is the Media-Smart Youth Facilitation Style?



### 1. SAY:

*Now that you have experienced several activities from the Media-Smart Youth curriculum, let's take a few minutes to reflect on the facilitation approach used in Media-Smart Youth.*

### 2. ASK participants:

- ◆ What facilitation style did you observe and/or experience in the Media-Smart Youth sessions we've done today?

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

- ❖ Trainers modeled the behaviors they were teaching. For example, they ate the snack, participated in the *Action Break*, and did not bring in outside snacks/drinks (such as soft drinks) to consume during the training.
- ❖ The course included participatory/interactive sessions, such as brainstorming and small and large group discussions and activities.
- ❖ Sessions incorporated different learning approaches including: auditory, visual, tactile, and kinesthetic.
- ❖ Open-ended questions created participant-led discussions.
- ❖ Skill-building activities enabled participants to “learn by doing.”
- ❖ The training created roles to keep participants engaged during the lesson.
- ❖ Contests/games enhanced interest and energy in the session.
- ❖ Diversity and culture were recognized and supported.
- ❖ Non-judgmental behavior was key to all activities.
- ❖ Respect for sensitive issues was maintained throughout all activities.

### 3. THANK participants for their great ideas and insights about facilitating the program with young people. ACKNOWLEDGE the wealth of experience in the room, and ENCOURAGE group members to continue sharing strategies and ideas with each other when they facilitate Media-Smart Youth.

9  
minutes

## Folder Review: Other Resources to Get Started

1. TELL participants that their folders include handouts called *Tips for Facilitating the Media-Smart Youth Program* and *Ideas for Implementation*. HOLD UP the handouts for everyone to see.

2. **EXPLAIN** to participants that the information in these handouts is based on information from past program facilitators and that the sheets offer helpful tips for delivering the curriculum. **ENCOURAGE** participants to review these handouts as they prepare for the workshop at their organizations.
3. **POINT OUT** other useful sheets in the folder, including a *Media-Smart Youth* fact sheet (if used) and a *Feedback Form* (if used), which will help you to gain feedback about this training.
4. **HOLD UP** the *Some Things to Keep in Mind—Resources Checklist* also found in the folder. **EXPLAIN** that this checklist will help them plan for their workshops, including gathering supplies and materials, purchasing *Snack Break* items and supplies, and finalizing other important details, such as location, transportation, and equipment. **NOTE** that this checklist is also on page 28 of the *Facilitator’s Guide*.
5. **ASK** participants to discuss the checklist items in small groups and **EXPLORE** the following questions:
  - ◆ What items will you need to acquire in order to implement the program in your community?
  - ◆ What sources in your organization or community could you look to for support in getting the materials, supplies, and services?
6. **ALLOW** 3 minutes for participants to brainstorm and discuss their ideas. **TELL** participants when they have 1 minute left to finish their conversations.
7. **DEBRIEF** for 1 minute. **INVITE** participants to share some of their ideas with the larger group. **ASK** if anyone has any questions. **ANSWER** any questions.



## Closing the Activity

1. **THANK** participants for their good ideas.
2. **SAY:**  
*You have terrific ideas for planning your program, and I know you will all be very successful! Remember that the handouts in your folder can help you get prepared.*









# Question/Answer and Wrap-Up



## Time

10 minutes



## Activity Overview

Participants will have an opportunity to ask additional questions.



## Activity Objective

- ◆ Answer outstanding questions and conclude the training

---

1. REVIEW any questions that have been posted on the Parking Lot.



2. SAY:

*Thank you for allowing us to come to \_\_\_\_\_ today and meet everyone. We truly enjoyed telling you about Media-Smart Youth and hope that you will adopt it and begin offering it to your young people.*

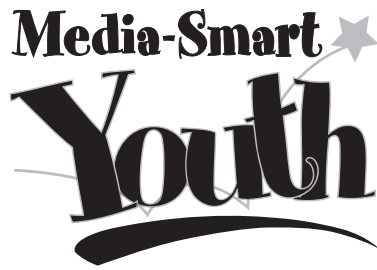
*Please take a look at the bottom of today's agenda. There you will find the Web address for Media-Smart Youth. The site includes PDFs of the Facilitator's Guide and other information about the program.*

*The Media-Smart Youth Program Packet may be ordered from NICHD's Information Resource Center, one copy per request, free of charge. You may also order multiple fact sheets. The link to order these materials is also available through the Web site.*

*Finally, I invite you to take a few minutes to complete the short Feedback Form included at the back of your folders and leave it at your place when you exit today. We look forward to hearing all of your feedback on today's training.*

*Thanks again, and thanks to \_\_\_\_\_ for arranging the training today.*





## PROGRAM INTRODUCTION AND FACILITATOR TRAINING

# Training Agenda

All designated lessons, activities, and video segments are from the *Media-Smart Youth Facilitator's Guide*.

<b>Welcome and Introductions</b> .....	<b>15 minutes</b>
<b>Overview of Structure &amp; Design</b> .....	<b>10 minutes</b>
<b>Exploring Media</b> .....	<b>30 minutes</b>
◆ Lesson 2, Activity A: <i>What Are Media?</i>	
◆ Lesson 2, Activity B: <i>Media &amp; Health—What's the Connection?</i>	
◆ Video Segment #9 from Lesson 7, Activity A: <i>The Power of Advertising</i>	
◆ Lesson 3, Activity B: <i>The 6 Media Questions</i>	
<b>Action Break</b> .....	<b>10 minutes</b>
◆ Lesson 4: <i>A Cool Wind Blows</i>	
<b>Exploring Nutrition</b> .....	<b>30 minutes</b>
◆ Lesson 6, Activity A, Option 2: <i>What's On the Label?</i>	
◆ Lesson 4, Activity A: <i>Hurray for Whole Grains!</i>	
◆ Video Segment #6 from Lesson 4, Activity B: <i>Eat It Up!</i>	
<b>Exploring Physical Activity</b> .....	<b>20 minutes</b>
◆ Lesson 5, Activity A: <i>What Is Physical Activity?</i>	
◆ Lesson 5, Activity B: <i>Activities Fit To Be Tried</i>	
◆ Video Segment #7 from Lesson 5, Activity B: <i>Activities Fit To Be Tried: Music Sequence</i>	
<b>Snack Break</b> .....	<b>10 minutes</b>
◆ Lesson 2: <i>Mix It Up!</i>	
<b>Exploring Media Production</b> .....	<b>30 minutes</b>
◆ Lesson 7, Activity C: <i>Mini-Production: Omission Mission</i>	
◆ Video Segment #11 from Lesson 9, Activity C: <i>Big Production Montage</i>	
<b>Getting the Program Started</b> .....	<b>15 minutes</b>
◆ <i>Some Things to Keep in Mind—Resources Checklist</i> (page 28)	
◆ Training Handouts	
<b>Question/Answer and Wrap-Up</b> .....	<b>10 minutes</b>

# Media-Smart Youth

## Eat, Think, and Be Active!

**Through media awareness  
and media production,  
Media-Smart Youth  
motivates young people to  
think about nutrition and  
physical activity and helps  
them become aware of  
the connections between  
media and their health.**

### ★ What is the Media-Smart Youth program?

**Media-Smart Youth: Eat, Think, and Be Active!** is an interactive after-school education program that helps young people ages 11 to 13 understand the complex media world around them, and how it can influence their health—especially in regard to nutrition and physical activity. The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health within the U.S. Department of Health and Human Services, created **Media-Smart Youth** to empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity.

### ★ Why is Media-Smart Youth needed?

Every day, 11- to 14-year-old youth spend nearly 7 hours using media, including television, computers, and video games. They encounter a barrage of marketing and advertising messages.<sup>1</sup> In fact, over the last 3 decades, the number of television commercials children viewed rose from about 20,000 per year (in the 1970s) to more than 40,000 per year.<sup>2</sup> The majority of these advertisements are for food, primarily candy, cereal, and fast food.<sup>3</sup>

Health experts are calling for nationwide action to stem the rising rates of childhood overweight and obesity. According to a 2005 report from the Institute of Medicine, more than 15 percent of young people in the United States are obese, and many more are at risk for becoming overweight or obese.<sup>4</sup> Youth take in more calories than they need, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.<sup>5</sup> Nearly half of American youth ages 12 to 21 are not physically active on a regular basis.<sup>6</sup>

In response to these trends, congress asked four federal agencies within the U.S. Department of Health and Human Services to develop education programs that reinforce positive behaviors, such as being physically active and eating nutritious foods.



U.S. DEPARTMENT OF HEALTH  
AND HUMAN SERVICES  
NATIONAL INSTITUTES OF HEALTH  
Eunice Kennedy Shriver National  
Institute of Child Health and Human  
Development (NICHD)



August 2005  
NIH Pub. No. 05-5538B

(this is a 2-page handout.)



## What do youth do in the Media-Smart Youth program?

Through 10 structured lessons and numerous helpful resources, young people become media savvy by doing fun, hands-on activities.

The curriculum focuses on four key areas:

- ◆ **Media awareness:** Using the 6 Media Questions, young people learn to analyze and recognize techniques that media use to get their attention, and to evaluate obvious and subtle media messages for accuracy and for consistency with their ideas about being healthy.
- ◆ **Media production:** Youth express what they learn by creating a *Mini-Production*, in which they develop their own media messages. The *Big Production*, the program's culminating project, enables youth to create media products that promote healthy nutrition and physical activity to their peers.
- ◆ **Nutrition:** A variety of activities encourage youth to choose fruits and vegetables, whole grains, and calcium-rich foods, and to reduce their consumption of fat and added sugar. Lessons also encourage youth to be thoughtful when choosing snacks and include a *Snack Break* when youth enjoy nutritious foods they may not have tried before.
- ◆ **Physical activity:** Participants learn the importance of daily physical activity in promoting health and develop strategies for becoming more active in their daily lives. Physical activity, they discover, is anything that gets their bodies moving, including walking the dog, dancing, or helping carry groceries. A 10-minute *Action Break* during each lesson engages youth in a fun physical activity.



Each Media-Smart Youth Kit includes:

- ◆ The **Facilitator's Guide**, outlining the 10-lesson after-school curriculum and the *Big Production*.
- ◆ A **poster** of the 6 Media Questions that youth learn to ask.
- ◆ A **video** and **DVD** with segments to supplement the lessons and provide an overview of the program for adult facilitators and youth participants.

### References

- <sup>1</sup> Roberts, D., & Foehr, U. (2004). Kids & media in America. United Kingdom: Cambridge University Press.
- <sup>2</sup> Henry J. Kaiser Family Foundation. (2004, February). The role of media in childhood obesity. (Publication 7030). Available at [www.kff.org](http://www.kff.org)
- <sup>3</sup> Ibid.
- <sup>4</sup> Institute of Medicine. (2005). Preventing childhood obesity: Health in the balance. (pp. 55-56). Washington, DC: The National Academies Press.
- <sup>5</sup> U.S. Department of Health and Human Services and U.S. Department of Agriculture. (2005). Dietary Guidelines for Americans. Available online at [www.health.gov/dietaryguidelines/dga2005/document/](http://www.health.gov/dietaryguidelines/dga2005/document/)
- <sup>6</sup> Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. (1996). Physical activity and health: A report of the Surgeon General. Available online at [www.cdc.gov/nccdphp/sgr/sgr.htm](http://www.cdc.gov/nccdphp/sgr/sgr.htm)
- <sup>7</sup> Mediascope. (2003). Media use in America. (Issue brief). Universal City, CA: Mediascope Press. Available at [www.mediascope.org/pubs/ibriefs/mua.htm](http://www.mediascope.org/pubs/ibriefs/mua.htm)

## ★ What are the program's goals?

**Media-Smart Youth** was designed to:

- ◆ Help 11- to 13-year old youth become aware of—and think critically about—media's role in influencing their nutrition and physical activity choices.
- ◆ Assist young people in building skills that help them make informed decisions about being physically active and eating nutritiously in daily life.
- ◆ Encourage young people to establish healthy habits that will last into adulthood

## ★ Why does the program focus on media?

Different forms of media (such as television or the Internet) are among the influences on young people's attitudes about many topics, including health. By exposing youth to messages about what, when, why, and how to eat, media present powerful, and sometimes confusing, models of health behaviors. Media also send both subtle and obvious messages about body image and prevailing societal attitudes. Additionally, most media provide passive entertainment, which often comes at the expense of physical activity. In fact, each hour of television children watch increases the probability that they will become obese by 2 percent.

Media education can counteract these effects by helping young people become critical, creative thinkers. **Media-Smart Youth** teaches young people to analyze, evaluate, and create media messages—knowledge that can help youth make smart and positive choices about nutrition and physical activity every day.

## ★ How was the program developed?

The NICHD developed the **Media-Smart Youth** curriculum and then conducted a rigorous review and testing of the concepts and materials. The initial program was implemented by youth-serving organizations across the nation. Facilitators and youth participants provided feedback, which was incorporated into the program materials.

**Media-Smart Youth** combines youth-development principles and practices with the most current research findings and general recommendations about nutrition and physical activity. The program is consistent with national learning standards, and the curriculum includes a chart that describes how the lessons and activities meet these standards.

## ★ How will the program be evaluated?

The NICHD is conducting a formal evaluation of the **Media-Smart Youth** curriculum designed to show whether, upon completion of the program, youth have gained: skills in analyzing media messages; knowledge of basic principles of healthful and nutritious foods, and awareness of healthful food choices in real-life settings; and knowledge of the importance of daily physical activity in promoting health, and new ideas for how to be more active in their daily lives.

## ★ How can I learn more about Media-Smart Youth?

For more information, or to order free copies of the **Media-Smart Youth** after-school program materials, contact:

**NICHD Information Resource Center**

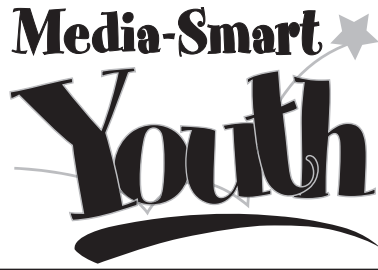
**Mail:** P.O. Box 3006, Rockville, MD 20847

**Phone:** 1-800-370-2943 (TTY: 1-888-320-6942)

**Fax:** (301) 984-1473

**E-mail:** [NICHDInformationResourceCenter@mail.nih.gov](mailto:NICHDInformationResourceCenter@mail.nih.gov)

**Internet:** <http://www.nichd.nih.gov>



# Free Materials Order Form

Item/Description	Quantity	Pub No
<b>Media-Smart Youth: Eat, Think, and Be Active! Program Packet</b> Includes everything you need to conduct the Media-Smart Youth after-school program: Facilitator's Guide, video/DVD, and poster.		0311
<b>Media-Smart Youth: Eat, Think, and Be Active! Fact Sheet</b> Provides background on the program, including goals, rationale, need, and description of how the program was developed and evaluated.		0300
<b>Media-Smart Youth: Eat, Think, and Be Active! Guide for Training Program Facilitators</b> Provides a full-day and half-day train-the-trainers guides with lessons and activities from the program.		0405

**Please provide the following information:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Organization: \_\_\_\_\_

E-mail (Optional): \_\_\_\_\_

Phone (Optional): \_\_\_\_\_

Where did you attend the Media-Smart Youth Training?: \_\_\_\_\_

To order copies, contact:

**NICHD Information Resource Center**

**Mail:** P.O. Box 3006, Rockville, MD 20847

**Phone:** 1-800-370-2943 (TTY: 1-888-320-6942)

**Fax:** (301) 984-1473

**E-mail:** NICHDInformationResourceCenter@mail.nih.gov

**Internet:** <http://www.nichd.nih.gov>

Visit the Media-Smart Youth Web site at

<http://www.nichd.nih.gov/msy>.

Thanks for your interest in Media-Smart Youth: Eat, Think, & Be Active!

**Please tell us about your organization:**

**What is your type of organization?**

- School affiliated after-school program
- Non-school affiliated after-school program
- Girl Scouts
- Boy Scouts
- YMCA/YWCA
- Boys and Girls Club
- Faith-based organization
- Health center or hospital
- 4-H extension
- Parks and recreation department
- Other: \_\_\_\_\_

**Which of the following best describes the kinds of programs you offer to young people?**

- After-school care (activities or classes)
- After-school homework help
- Health education programs
- Faith-based programs

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
 NATIONAL INSTITUTES OF HEALTH  
 Eunice Kennedy Shriver National Institute of Child Health and Human Development



# Ideas for Implementation

The following tips come from a diverse group of Media-Smart Youth facilitators, who wanted to share their suggestions for successfully implementing the program.

## Facilitation Style

- ✓ Show enthusiasm and a positive attitude when facilitating—the youth will follow your lead.
- ✓ Allow time for the youth to get to know each other and interact with you and with each other—team building will enhance their experience.
- ✓ Find a balance between structure and flexibility/fun for the youth. Youth have already been in a structured environment all day and will benefit from a change of pace after school. While the curriculum is filled with challenging content, it should be taught in a fun and interactive way.
- ✓ Get to know your participants and some interesting things about them—youth crave adult interaction in their lives and building these relationships will draw youth into the program.
- ✓ Focus on the strengths of each youth, even when some participants may act in a way that makes this challenging. Engage youth in the lessons by tapping into their unique strengths and interests.
- ✓ Make an effort to display the youths' *Mini-Production* projects in your after-school setting—youth are proud and motivated by seeing their work displayed publicly.

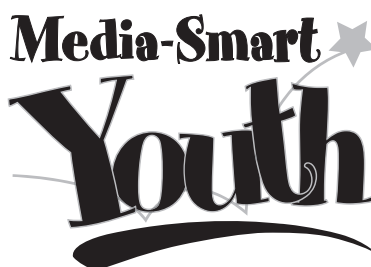
## Preparing for the Lessons

- ✓ Learn the content by reading the lesson over several times. Consider creating a small “cheat sheet” for yourself made up of key words to help you remember the major points and lesson flow.
- ✓ Practice facilitating in front of a mirror or with friends or family—it really helps to practice delivering the curriculum out loud.
- ✓ Be familiar enough with the scripts so that you can adapt and say all the main points in your own words.
- ✓ In lessons where the content is heavy, create large sheets of paper with an outline and information to post in the room to ensure to cover the key points.
- ✓ Be prepared to explain the meaning of words to youth in terms they can understand and relate to.
- ✓ Start organizing supplies for the lesson—including the snack and all materials—at least two days ahead of time.

- ✓ As you get to know the youth, incorporate the dynamics of the group into your preparation. For example, think of roles for youth as appropriate or adapt an activity to reflect the youths' specific interests.
- ✓ Consider teaming up with a Media Partner from the very beginning and having them co-facilitate throughout the program.

## Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kind of work. For example, define a regular space for the whole group to brainstorm together, a space for putting out the *Snack Break*, an area for doing the *Action Break*, and smaller areas of the room for dividing into small groups. This practice makes set up easier and helps familiarize youth with the lesson structure.
- ✓ Designate certain spaces on the wall for posting the same materials for each lesson, such as the 6 Media Questions poster or the Working Agreement. This predictability will make it easier for youth to find and learn the posted information.
- ✓ Begin setting up the room at least 30 minutes before the lesson will start, if possible.
- ✓ Set up all activities as much as possible so youth can move quickly from one to the other.
- ✓ Cover large sheets of paper that have directions about later activities until you need them, so youth will not be distracted.
- ✓ Set up the room in a format that promotes group work and creative brainstorming—such as putting chairs in a circle or sitting at round tables.
- ✓ Set up the snack before the lesson starts as much as possible.
- ✓ Set up the snack in the back of the room so youth won't be distracted by the food.



- ✓ Place a large sheet of paper with the lesson name and key words about what the youth will do by the door to welcome youth and introduce them to the lesson.
- ✓ Set aside space for blank sheets of large paper so you can access them easily if needed.

(This is a 2-page handout.)

# Ideas for Implementation

## Managing Time During the Lesson

- ✓ Each lesson is filled with new content and creative activities—be sure to keep an eye on time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interests. For example, some activities allow for more physical activity while others focus on being creative—your group may prefer to spend more time on one type of activity on a given day.
- ✓ Lessons 4 and 7 are quite content heavy—plan ahead for this by adding extra time to these two lessons if you can, or by adding a few more sessions to your entire program schedule and dividing Lessons 4 and/or 7 into two sessions.
- ✓ Build in extra days on your program schedule ahead of time, if you can, for padding. This type of cushion is helpful if there is bad weather and you miss a day, or if your group gets behind in a lesson. If you don't end up needing the extra time, you can use it for extra *Big Production* sessions.
- ✓ Use a kitchen timer to keep track of time during the lesson. Use a timer shaped like a fruit to reinforce healthy food choices!
- ✓ Anticipate ahead of time when you may need to reserve more time for your group to have deeper discussion about a topic, and also when questions may arise.
- ✓ Allow youth the time to express themselves and get into deeper discussions on the program topics, even if it means you will lose a little time for an activity—this dialogue among youth is important and creates productive energy and momentum in the lesson activities.

## Managing Group Dynamics

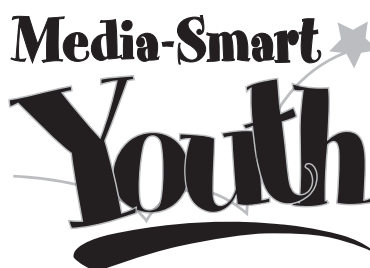
- ✓ Recognize the group dynamics and relationships that are already established in your group and also the strengths and challenges of these dynamics. Tailor the group work to build on the strengths of these dynamics.
- ✓ If “cliques” form among the youth, separate the groups to keep them from straying off topic and to promote new relationships and ideas.
- ✓ Group youth of similar ages as much as possible.
- ✓ If problems arise, remind youth of the Working Agreement that they created and agreed to in Lesson 1.
- ✓ Tailor discussions and activities to each specific group of youth to reflect the group's learning style, cultural diversity, interests, and personality.
- ✓ Keep discussions interactive and applicable to youths' lives.
- ✓ Create additional roles to engage youth who need some extra attention, such as helping to take notes on large paper or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit from feeling important to the group.
- ✓ Amend the group format for a particular activity to fit your group's dynamics as needed. For example, if it seems that breaking into small groups will not be productive, keep the whole group together for an activity. Or divide a large group into smaller groups to help the youth work together.
- ✓ Bring a video or still camera for youth to use to capture the *Mini-Productions*. (These are available at drug stores for a nominal cost.) Taping is a good job for some youth to share, can help bring out creativity in the group, and can help youth prepare for the *Big Production*. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at every opportunity.

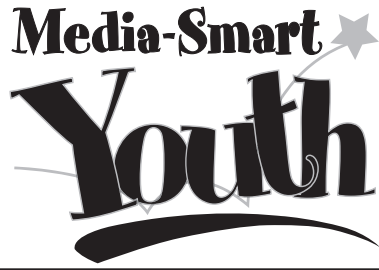


# Tips for Facilitating the Media-Smart Youth Program

*The following tips come from a diverse group of Media-Smart Youth facilitators, who wanted to share their suggestions for successfully facilitating the program.*

- ✓ **Give youth ownership** of the lesson content by inviting them to participate, share information, and brainstorm.
- ✓ **Ask open-ended questions** to create discussion, such as “What fruits do you like?” as opposed to “Do you like fruit?”
- ✓ **Affirm/validate youths’ ideas** during discussion to help them feel comfortable participating and taking risks.
- ✓ **Guide youth to the learning points** in the curriculum by asking questions and focusing the conversation to lead them to these points. Use opening phrases such as, “Tell me more about that...,” “I invite you to...” or “I encourage you to...” to guide youth through the activities.
- ✓ **Re-direct youth** back to the topic if necessary, while acknowledging that they are making interesting points.
- ✓ **Create a “Parking Lot”** to note off-topic ideas that youth are interested in discussing. Address these later during a break or after the session.
- ✓ **Show youth respect** through your tone, expression, and body language. Move around the room to connect with youth in various spaces in the room.
- ✓ **Create roles for youth**, such as notetaker, encourager, and presenter. This practice gives youth responsibility and also helps manage group dynamics.
- ✓ **Create additional roles or opportunities** to engage youth who need some extra attention, such as helping to take notes on large paper, set up a work station, or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit by feeling important to the facilitator.
- ✓ **Allow the youth to be the experts.** Make it clear to youth that they are experts on being youth and that their knowledge is the basis for the workshop and a great starting place to build on. An example of this concept is asking: “What is your favorite TV commercial?” From here, a meaningful discussion about TV commercials can unfold with some guidance from you.
- ✓ **Define your role as the facilitator.** For example: “My job is to guide you through the material in this lesson today.”
- ✓ **Manage the small group and large group activities** by dividing youth into various small groups throughout the workshop. This practice gives all the youth a chance to work with different people and build relationships.
- ✓ **Include contests and games** to add energy and help youth focus and manage time on a given task.
- ✓ **Adapt activities** to recognize and celebrate diversity and culture within your group.
- ✓ **Model the activities** for the youth, such as doing the *Action Break* or trying the snacks. Be thoughtful about other activities you engage in, such as drinking water as opposed to soft drinks, when youth are around.
- ✓ **Allow youth to have individual preferences** on these subject areas—ask them what they think, what they like, etc.
- ✓ **Model a nonjudgmental and respectful approach** to sensitive issues. All youth are different. Help youth feel comfortable with who they are by creating an atmosphere of respect and acceptance.
- ✓ **Be genuine** with youth—they know if you are being real with them and they need honest adults in their lives.





**PROGRAM INTRODUCTION  
AND FACILITATOR TRAINING**

# Feedback Form

Please use this form to share your feedback about the training. Turn in your completed form at the end of the training. *Thank you!*

**1. How would you rate the training overall?** (Check one)

- Excellent       Good       Fair       Poor

**2. Do you feel that this training—when coupled with your own review of the curriculum—prepared you for implementing the Media-Smart Youth program at your organization?** (Check one)

- Yes       No. If no, what was missing?

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**3. What remaining questions do you have about implementing the program?**

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**4. How could the training be improved? Please be as specific as possible.**

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**5. If we were to offer this training again in the future, would you recommend it to a colleague?** (Check one)

- Yes       No. If no, please explain:

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**6. Please share any other comments that you have about this training in the space below.**

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# **MEDIA DETECTIVE NOTEPAD**

## **6 QUESTIONS TO ASK WHEN USING MEDIA**

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

**1. WHO IS THE AUTHOR OR SPONSOR?**

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**2. WHO IS THE AUDIENCE?**

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**3. WHAT IS THE PURPOSE?**

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**4. WHAT IS THE MESSAGE?**

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**5. WHAT INFORMATION IS MISSING?**

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**6. WHAT TECHNIQUES ARE USED TO ATTRACT YOUR ATTENTION?**

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# All About Nutrition in Media-Smart Youth

- ▶ Making healthy choices will help everyone be healthier, not just people who want to lose weight.
- ▶ Media-Smart Youth is not a weight-loss program or a diet.
- ▶ All foods eaten in moderation can be part of healthy diet.
- ▶ Refrain from using the phrases “junk food” or “diet.”
- ▶ Media-Smart Youth includes four basic nutrition concepts to focus on in daily eating:
  - 1) Eating More Fruits and Vegetables, 2) Choosing Whole Grains, 3) Increasing Foods and Drinks that Contain Calcium, and 4) Reducing Snacks and Drinks with Fat and Added Sugar

## Eating More Fruits and Vegetables

**HOW?** Choose a variety of different colored fruits and vegetables, because the different colors mean they have different vitamins.

**WHY?** Fruits and vegetables are low in calorie and rich in nutrients and dietary fiber.

## Increasing Foods and Drinks that Contain Calcium

**HOW?** Choose low-fat or fat-free dairy products that are rich in calcium. Some foods have naturally occurring calcium (such as dark-green leafy vegetables and beans) and others have calcium added (such as some breakfast cereals and orange juice). Identify the amount of calcium in a product by looking at the Nutrition Facts label.

**WHY?** Getting enough calcium in the tween and teen years is important to build strong bones and teeth.

## Choosing Whole Grains

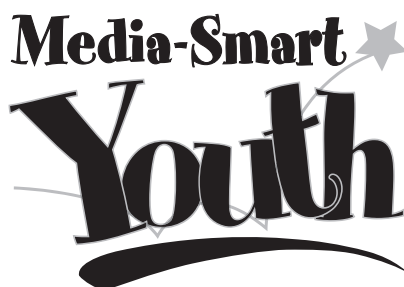
**HOW?** Identify whole grains by reading the key words on the ingredients list and by looking for the amount of fiber on the Nutrition Facts label.

**WHY?** Whole grains are a great source of fiber and important nutrients, such as iron and B vitamins. Refined grains have been stripped of the parts of the grain that contain most of the fiber and nutrients that grains offer.

## Reducing Snacks and Drinks with Fat and Added Sugar

**HOW?** Identify foods that are high in fat and added sugar by learning to read the Nutrition Facts label. Look for “sugar” words in the ingredients list, such as high fructose corn syrup or sucrose.

**WHY?** These foods can fill us up without offering important nutrients that our bodies need. These foods are often high in calories. Foods that have natural sugars, such as fruit, have more nutrients than do foods that are high in added sugar. This is what makes natural foods better choices.



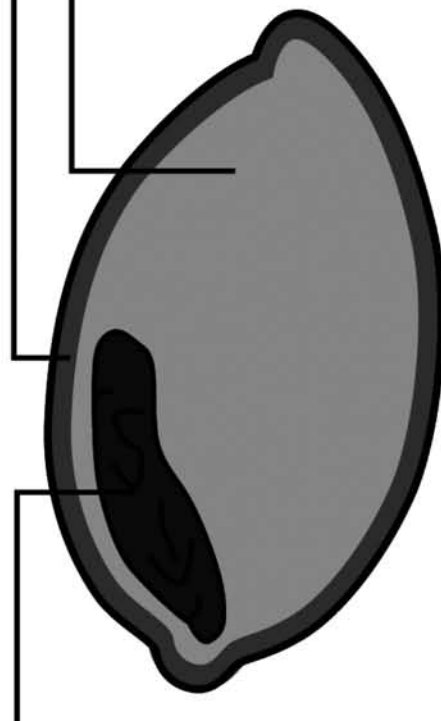
# Whole Grain Kernel

## Bran

**"Outer shell" protects seed**  
***Fiber, B vitamins, trace minerals***

## Endosperm

**Provides energy**  
***Carbohydrates, protein***



## Germ

**Nourishment for the seed**  
***Antioxidants, vitamin E, B vitamins***

Source: Center for Nutritional Policy and Promotion, U.S. Department of Agriculture (May 2002).  
*Get on the Grain Train*. Retrieved November 11, 2004, from  
[http://www.pueblo.gsa.gov/cic\\_text/food/grain/train.htm](http://www.pueblo.gsa.gov/cic_text/food/grain/train.htm).



# Facilitator's Guide to the Scavenger Hunt Option 2

## Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole Grain Oat Cereal

**Serving Size** →

**Total Fat** →

**Fiber** →

**Sugar** →

**Ingredients list  
for "whole  
grain" and  
"sugar" words** →

<b>Nutrition Facts</b>	
Serving Size 1 cup (30g) Servings Per Container About 14	
Amount Per Serving	
<b>Calories</b> 110	Calories from Fat 20
	% DV*
<b>Total Fat</b> 2g	<b>3%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	<b>0%</b>
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 210mg	<b>9%</b>
<b>Total Carbohydrate</b> 22g	<b>7%</b>
Dietary Fiber 3g	<b>11%</b>
Sugars 1g	
<b>Protein</b> 3g	
Vitamin A 10%	•
Calcium 10%	•
Vitamin C 10%	•
Iron 45%	•
*Percent Daily Values (DV) are based on a 2,000 calorie diet.	

**INGREDIENTS:** WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.



# Scavenger Hunt Guide: Breakfast Cereal Option 2

Today you're going on a scavenger hunt for information. Visit the breakfast cereal station and answer the questions below.

### Key things to look for in your search

- Whole grains
- Fiber
- Added sugar
- Packaging



### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

## Nutrition Information

Don't forget the "5–20" rule when looking at fiber content on Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists for the two cereals, and fill in the chart.

Whole Grains	Sweetened, corn- or rice-based cereal	Unsweetened, wheat-based cereal
	NAME: _____	NAME: _____
1. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:
2. How many different words for "whole grains" are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		

3. Which cereal has more "whole grain" words on the ingredient list?

\_\_\_\_\_

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber? \_\_\_\_\_

\_\_\_\_\_

Choose someone in your group to read this paragraph out loud:



Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened cereal:	Unsweetened cereal:
<p>5. There are many different ways to say "sugar." How many different "sugar" words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, and malted corn and barley syrup.</p>		
<p>6. How many grams of sugar are in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)</p>		

7. Which cereal has more "sugar" words on the ingredient list?

\_\_\_\_\_

8. Which cereal has fewer grams of sugar?

\_\_\_\_\_

### Packaging

9. What are some techniques that companies use to decorate cereal boxes?

\_\_\_\_\_

10. What clues help you figure out the main target audience for a particular brand of cereal?

\_\_\_\_\_

\_\_\_\_\_

**Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!**





# Scavenger Hunt Guide: Bread Option 2

Today you're going on a scavenger hunt for information. Visit the bread station and answer the questions below.

### Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging



## Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means that the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:  
1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Breads	White bread	Whole-grain bread
	BRAND NAME: _____	BRAND NAME: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

Choose someone in your group to read this paragraph out loud:



Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.

4. Which bread has more "whole grain" words on the ingredient list?

---

5. Which bread has more "refined grain" words on the ingredient list?

---

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?

---

7. What type of bread do you and other young people you know usually eat?

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8. Think of and write down one sandwich idea that uses whole-grain bread.

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**Congratulations! You have finished the Bread Scavenger Hunt!**



# Scavenger Hunt Guide: Milk and Milk Products Option 2

Today you're going on a scavenger hunt for information. Visit the milk and milk products station and answer the questions below.

### Key things to look for in your

- Low-fat or fat-free milk products
- Calcium



### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

## Nutrition Information

Choose someone in your group to read this paragraph out loud:



People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

Don't forget the "5–20" rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Milk Products	2% Milk	Fat-free milk	Regular cheddar cheese	Low-fat cheddar cheese
1. What are the total fat grams per serving?				
2. What is the percent daily value (% DV) of fat per serving?				







# The Pulse Game



## Step 1. Resting Pulse

To figure out your resting pulse rate:

- Sit down and relax.
- Count the number of beats in your pulse for 6 seconds.
- Then multiply by 10 to get your 1-minute pulse.
- Then, figure out the level of intensity you used to do this activity.

A resting heart rate for youth older than age 10 and adults is usually between 60 to 100 pulse beats per minute.

Activity	Number of Heart Beats In 6 Seconds	Beats Per Minute	*Level of Intensity
Resting pulse	<input type="text"/>	$\times 10 =$ <input type="text"/>	<input type="text"/>

\* See table below for list of different levels

## Step 2. Activity Pulse Game

To figure out your pulse rate for each activity, take your pulse after you do the activity and count the number of beats for 6 seconds. Then multiply by 10 to get your 1-minute pulse rate.

Activity	Number of Heart Beats In 6 Seconds	Multiply by 10	Beats Per Minute (1-minute Pulse Rate)	*Level of Intensity
Walking		$\times 10$	=	
Sit-ups/knee-lifts		$\times 10$	=	
Running (in place)		$\times 10$	=	
Jump rope (pretend)		$\times 10$	=	

### \*Levels of Intensity

- Low Intensity: fewer than 120 beats per minute
- Moderate Intensity: between 120 and 150 beats per minute
- Vigorous Intensity: more than 150 beats per minute



# TAKE HOME A NEW IDEA!

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

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

## Take Home a New Snack: Mix It Up!

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

### What's In It?

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

### How to Put It Together

- Pour each ingredient onto a separate plate.
- Get a sandwich bag.
- Make your own trail mix by spooning into your bag any combination of ingredients you like.

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

**Bonus: The cereal and the granola in the snack mix are whole-grain foods!**

# 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.



# Some Things to Keep in Mind

## Resources Checklist

Conducting the Media-Smart Youth workshop requires several types of resources. Before you begin the program, keep in mind the items that will be needed for lessons and activities. Brainstorm where and how you can get them. Not all items will need to be purchased. Think about those that could be donated, volunteered, or obtained at a discount.

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
<b>MATERIALS/SUPPLIES</b>	
<b>Creative supplies</b> —Several <i>Mini Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative supplies.	
<b>Paper supplies</b> —Large and small format paper, poster board, white and colored paper, construction paper, and posting notes are used throughout the workshop. Name tags and pocket folders for each participant are also required.	
<b>Photocopies</b> —Each lesson requires the production of worksheets and take-home papers. Throughout the course of the workshop, numerous photocopies will be required.	
<b>Media samples</b> —Certain activities require the facilitator to provide teen/youth magazines or other print publications and other items such as CODs, print ads, posters, and segments of popular TV shows, movies, or radio programs.	
<b>Watch/timer</b> —A watch, stopwatch, or timer may be used to keep track of time required for each activity.	
<b>Other specific materials</b> —Clipboards (or hard, flat writing surfaces), a container or ballot box, and a bandana are also needed for select activities.	
<b>TV/VCR or DVD player</b> —If using the Media-Smart Youth video/DVD, a TV and player will be needed.	
<b>Camera and recorders</b> —Several pieces of media equipment may be used for <i>Mini Productions</i> and other activities, including a video camera and blank tapes, disposable camera, or audio tape recorder and blank tapes. (optional)	
<b>Optional activity supplies</b> —White t-shirts are required for an optional activity in Lesson 10 and prize incentives may be used for the <i>Lesson 6: Visiting a Grocery Store Scavenger Hunt</i> .	
<b>FOOD</b>	
<b>Snack ingredients</b> —Each lesson includes a <i>Snack Break</i> and will require enough snacks for the number of youth participating in the workshop.	
<b>Snack supplies</b> —To make and serve the snacks, a variety of paper plates, bowls, cups, plastic utensils, serving spoons, toothpicks, napkins, sandwich bags, and kitchen equipment may be needed.	
<b>OTHER NECESSITIES</b>	
<b>Venue/location</b> —A venue or location for workshop meetings may need to be secured if your group doesn't already have a regular meeting spot.	
<b>Transportation</b> —Transportation of youth participants to and from the workshop location may be offered or necessitated.	
<b>Media partner</b> —The workshop may be conducted with the assistance of a media partner. See p. 13 of the Introduction for more information regarding how to engage a media partner.	
<b>Media production equipment</b> —Depending on the scope of the <i>Big Production</i> , media production equipment may be needed. See Appendix E to learn about the types of equipment involved in producing media.	

This handout is taken directly from the *Media-Smart Youth Facilitator's Guide*.